

North Carolina General Assembly

**HOUSE SELECT COMMITTEE
FOR FEDERAL EDUCATION
GRANTS**

**Final Report
December 14, 1998**



North Carolina General Assembly
House of Representatives
State Legislative Building
Raleigh 27601-1096

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December 14, 1998

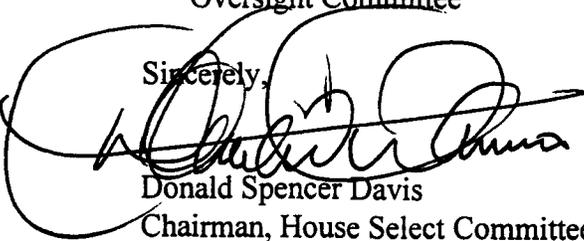
Harold J. Brubaker, Speaker of the House
N.C. General Assembly
Legislative Building, Room 2304
Raleigh, NC 27601

Dear Mr. Speaker:

The following final report of the House Select Committee for Federal Education Grants is hereby submitted pursuant to your directive of September 4, 1997. Enclosed are the final report, which includes a recommended bill for the 1999 legislative session, along with the following other Attachments:

- 1) Workforce Development (Vocational) Education program review form
- 2) Workforce Development (Vocational) Education contracts, fiscal years 1996-98
- 3) Vocational Education--State Allotments, fiscal years 1994-98
- 4) Abstinence-Until-Marriage program review form
- 5) Character Education program review form
- 6) N.C. Partnership in Character Education budgets, fiscal year 1996-97
- 7) N.C. Partnership in Character Education budgets, fiscal year 1997-98
- 8) Charter Schools program review form
- 9) Report on Federal Abstinence-Until-Marriage legislation by Mrs. Ann Frazier
- 10) Address by Mr. Thomas E. Williams to the House Select Committee
- 11) Letter from Congressman Tom Coburn, M.D.
- 12) Bill for the 1999 session of the General Assembly, proposing a Federal Funds Oversight Committee

Sincerely,


Donald Spencer Davis

Chairman, House Select Committee for Federal Education Grants

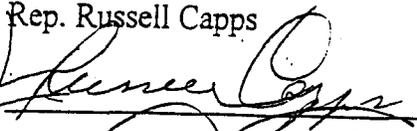
COMMITTEES:

AGRICULTURE COMMITTEE
APPROPRIATIONS COMMITTEE
SUBCOMMITTEE EDUCATION
COMMERCE COMMITTEE
CHAIRMAN-SUBCOMMITTEE
BUSINESS AND LABOR
CONGRESSIONAL REDISTRICTING COMMITTEE
EDUCATION COMMITTEE
SUBCOMMITTEE ON PRESCHOOL,
ELEMENTARY AND SECONDARY EDUCATION
STATE GOVERNMENT COMMITTEE
SUBCOMMITTEE ON MILITARY, VETERAN AND
INDIAN AFFAIRS

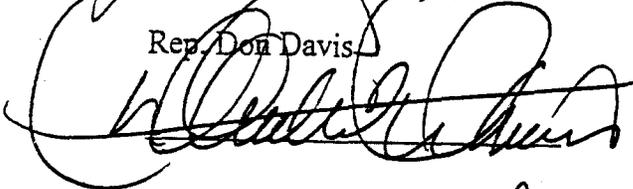


The Interim Report of the House Select Committee for Federal Education Grants,
May 28, 1998, is hereby approved by the following Select Committee members:

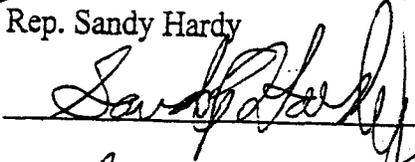
Rep. Russell Capps



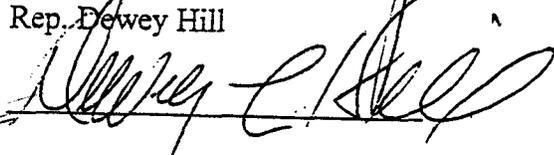
Rep. Don Davis



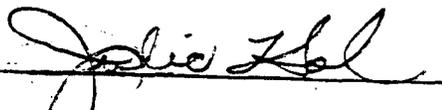
Rep. Sandy Hardy



Rep. Dewey Hill



Rep. Julia Howard



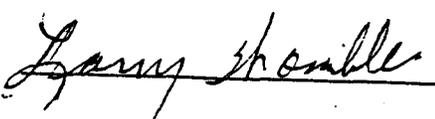
Rep. Fern Shubert



Rep. Edgar Starnes



Rep. Larry Womble



Rep. Doug Yongue



Final Report

Pursuant to the directive by the Speaker of the House, Harold J. Brubaker, on September 4, 1997, the following is the final report of the House Select Committee for Federal Education Grants to the 1999-2000 first session of the House of Representatives.

The interim report reviewed federal education grants pertaining to Goals 2000, Child Nutrition, and School-to-Work (STW) programs. There is no need to revisit those programs, except to update the findings concerning the state's STW JobReady program, and to further address the subject of national teacher certification which was covered in one of the interim report's recommendations. Therefore, the final report will review federal education grants pertaining to vocational education, abstinence-until-marriage education, character education, and charter schools. The following are the Committee's findings:

1) Regarding a specific analysis of federal funds appropriated, program descriptions, State and local matching funds related to these federal grants, maintenance of effort requirements, and the impact of match requirements on the State budget, see Attachments 1-3 concerning vocational education, Attachment 4 regarding abstinence-until-marriage education, Attachments 5-7 pertaining to character education, and Attachment 8 related to charter schools.

Especially concerning vocational education, the mission of the Carl D. Perkins Vocational and Applied Technology Act has included improving education programs leading to occupational competence. In that regard, the State Board of Education promotes the movement of students away from the "general track" and into either a college prep or college tech-prep track. While the State Board was recently presented with figures showing there had been an increase of "completers" in these tracks from 59.61% in 1996-97 to 66.327% in 1997-98, the House Select Committee staff requested a breakdown of these figures and found that the percentage of college tech-prep completers had only increased from 1.80% to 2.478% (there is an additional percentage who would qualify as both college prep and college tech-prep completers). Most of the increase had come in the college prep area (45.56% to 49.308%). There is absolutely nothing wrong with an increase of students wishing to go to college. However, if statistics show that only 25-30% of students are graduating with 4-year college degrees, the college tech-prep track becomes very important.

Part of the problem in this regard was addressed by the House Select Committee in its hearings when the issue of what constitutes a college tech-prep completer arose. The State Board of Education and the Department of Public Instruction (DPI) have defined such a completer as a student who has taken at least 4 courses in one occupational cluster, with at least one of these courses being an upper level course (e.g., the student takes Electronics I & II). When DPI staff was asked whether a student taking Electronics I, II & III would be a completer, if he or she did not take a 4th course in the cluster because of a scheduling problem (e.g., the school district is small or poor and could only offer the 4th course at the same time as Senior English or Tech-math II, which are required also to be a completer or to graduate), the House Select Committee was told that student would not be a completer. DPI staff indicated that its singular definition of what should be required of

a completer was supported by research from the Southern Regional Education Board's "High Schools That Work" project, from research done by Mathematica Policy Research, and from others.

When the House Select Committee staff contacted Gene Bottoms, director of the High Schools That Work project, he indicated that "there needs to be some flexibility at the LEA level" concerning what constitutes a college tech-prep completer. The same answer was given by Alan Hershey, who heads Mathematica's research in this area. In addition, Hershey referred to research by John Bishop of the Center for Advanced Human Resource Studies at Cornell University, which "finds that among those students who find work in an area related to their vocational studies, those who 'concentrate' do better in employment. A 'vocational concentrator' is a student who completed 3 or more Carnegie units in a specific labor market preparation area. This definition of 'concentrator' is less stringent than a 'vocational specialist' who completed 4 or more Carnegie units in a specific labor market preparation area, with at least 2 in a second or later course (DPI's definition)."

The reason for pointing this out is that the State Board of Education's and DPI's inflexible definition may be harming the effort to have more students be college tech-prep completers. This is especially true when one considers that if a student takes, for example, Electronics I & II and then decides to change clusters, he or she has to take an additional 4 courses in that other cluster to be a completer.

Another mission of the Perkins Act deals with programs designed to eliminate sex bias. Relevant to this, DPI and others published "LEA Guide for Local Career Development Planning, 1998-99," which dealt with students' "personal beliefs and attitudes" several times, including asking students to "identify evidence of gender stereotyping and bias in educational programs and occupational settings." Because there is a great deal of controversy regarding educators' probing and trying to change students' beliefs, the House Select Committee staff raised the question of how a teacher would deal with a student who believed women should be in the military services, but not as combat infantry soldiers.

Pertaining to charter schools, there was a concern that the federal law (Improving America's Schools Act of 1994, Title X) providing for charter school funding, stated: "The Federal government should test, evaluate, . . . the effects of these schools" (Part C, Sec. 10301). The House Select Committee staff asked what specific federal tests and federal evaluations would be used to examine the effects of these schools. DPI staff indicated they would have to check into that.

2) Concerning an examination of potential State and local duplication of federal programs (including cost analysis), there appears to be no duplication except possibly in the area of character education. An external evaluation of the program was presented to the N.C. Partnership in Character Education in the Fall of 1997 comparing case-study schools with the Partnership to character education programs in a statewide random selection of schools. The evaluation revealed a similar level of involvement in the case-study and randomly selected schools, with the statewide schools actually showing more involvement at the middle school level. Furthermore, the evaluation stated: "Case-study schools reported least often building community consensus about character education

elements and talking to community groups about character education.” Moreover, the evaluation found that case-study principals indicated “civic virtue” was the least identified element in their character education programs, and these principals reported including “courage” less than the statewide schools (50% compared to 80%). When asked about this, DPI Associate Superintendent Dr. Henry Johnson replied that “sometimes one of the advantages of a pilot is to, in fact, show that it’s not needed.”

Regarding charter schools, Attachment 8 gives the amount of state funding for charter schools in addition to the federal funds. Plus, the question could be raised as to why a charter school such as Exploris receives not only federal funds, but the legislature was asked to appropriate an additional \$2 million to be used by Exploris, and at the same time, it was receiving multiple millions of dollars in private funds.

Pertaining to vocational education, while there is not duplication, there does seem to be fragmentation of effort between DPI and the Commerce Department’s STW JobReady program, and this was covered in the interim report of the House Select Committee.

3) Concerning a specific analysis of contracts awarded with federal grant funds or contracts related to federal grants programs using state funds, detailed figures are given for vocational education at the end of Attachment 1 and all of Attachments 2 and 3. Figures for abstinence-until-marriage are given at the end of Attachment 4, though they are general due to the pass-through nature of the federal funds through DPI to the LEAs. There were some questions raised regarding the use of funds by a number of LEAs to procure the training services and materials of Dr. Donna Breitenstein because of the possibility that a “mixed message” (not exclusively abstinence-until-marriage) had been offered (see Attachment 9, a report by Mrs. Ann Frazier to the House Select Committee). Detailed figures for character education are given at the end of Attachment 5 and all of Attachments 6 and 7. A specific breakdown of figures is given in Attachments 6 and 7, which is important because the “contracts” figures for Attachment 5 are different from those in Attachments 6 and 7. Detailed figures are given for charter schools at the end of Attachment 8.

There was a question raised in the area of character education regarding the amount being paid to consultants. For example, in the first year, Wake and Cumberland counties were paying \$1500 per day to several consultants (see Attachment 6), which DPI Associate Superintendent Dr. Henry Johnson verified was the standard fee for consultants. And in the second year, the Charlotte-Mecklenburg system paid \$29,640 to consultants out of a total budget of \$70,776 (see Attachment 7).

4) Regarding identification of the number of positions and salaries related to the grants including the amount of manpower used to administer federal grants at the state level, total funds expended for the administration/leadership of Vocational Education at DPI and the LEAs are included in Attachments 1, 2 and 3. In FY 1997-98, DPI employed 15.54 positions from Vocational Education resources. Pertaining to abstinence-until-marriage education, all funds for this program were for State Aid (see Attachment 4, and note Attachment 9 for relevant information about LEA administrative expenditures), and no funds were used by DPI for administration. Concerning character education, total funds expended for administration of the Partners in Character Education program at DPI

and the LEAs are included in Attachments 5, 6 and 7. There are no full-time DPI personnel paid by this program; however, DPI has contracted for a part-time employee's services at \$200 per day for 92 days totaling \$18,400. Regarding charter schools, total funds expended for the administration of the Public Charter Schools program at DPI and the local charter schools are included in Attachment 8. No DPI personnel are paid with funds from this program.

5) Pertaining to the grant process, including criteria, application review, grant awarding and grant monitoring as they apply to vocational education, see Attachment 1; as they apply to abstinence-until-marriage education, see Attachment 4; as they apply to character education, see Attachment 5; and as they apply to charter schools, see Attachment 8.

There was a concern expressed at the House Select Committee hearings regarding the monitoring of the abstinence-until-marriage funds. Apparently, federal guidelines were simply passed along to the participating LEAs without an official mechanism for monitoring the compliance of all of them other than a report submitted to DPI by each LEA. Mrs. Ann Frazier has compiled information regarding the compliance or non-compliance of nearly all of the participating LEAs, and this has been submitted to the House Select Committee in the form of a report (see Attachment 9). She also indicated that other states (i.e. Louisiana, Oklahoma, South Carolina, Arkansas, Virginia and Mississippi) have established separate offices within their Departments of Education to handle this federal program, and this has helped to alleviate confusion.

Concern was also expressed at the House Select Committee hearing on character education with respect to the outside evaluation not being based upon a totally random-selected sample. The case-study schools from the Partners in Character Education program included 9 principals "based on their willingness to participate in the evaluation and their interest and involvement in character education." This positively motivated, self-selected group was then compared to a randomly selected statewide group of principals whose schools had character education programs. Furthermore, Committee staff raised the question of how a Partnership program could be considered successful when at one of the partners (the Charlotte-Mecklenburg School System) each school was asked to develop an action plan for the 1997-98 school year, but only 36.5% did so?

With regard to charter schools, the Committee asked DPI to take another look at its decision to grant each school an equal amount of start-up funding regardless of the size of its school population and other factors. Serious questions were also raised about the monitoring of each charter school's licensed teachers. A draft report undercounting the number of licensed teachers was released by DPI, and State Board of Education chairman Phil Kirk stated: "I regret that the department put into writing information that is of questionable accuracy. It is inexcusable that such damaging information was put into a report without giving the charters a chance to respond." One of the individuals testifying before the House Select Committee in this regard was Mr. Thomas Williams, headmaster of the Healthy Start Academy charter school, and his address to the Committee is Attachment 10. One of Mr. Williams' contentions is that the charter schools "are being forced into the regulations and bureaucratic morass that your legislation freed us from. It

is common knowledge that if you don't subscribe to the A.B.C. testing program you won't get a charter."

6) Concerning an examination of the legal issues surrounding federal grants to K-12 education including constitutional issues and the authority of the General Assembly in relationship to federal grants to K-12 education, the budgets established for the grants for vocational education, abstinence-until-marriage education, character education, and for charter schools were based upon the grant requirements as specified by the federal government. State agencies have often been given a blank check by the General Assembly in this regard (e.g., 1997 state budget, section 7.1 of S.L. 1997-443). However, it is the opinion of Gerry F. Cohen, Director of Legislative Drafting, that "the General Assembly DOES have the power to decide if federal funds are to be spent, under the authority of Article 5, Section 7 of the North Carolina Constitution." For the full text of Mr. Cohen's letter, see Attachment 11 in the House Select Committee's interim report.

7) Pertaining to the identification of conflicts between federal grants and State statutory provisions, there appears to be no conflict with regard to the vocational education program. Furthermore, when DPI's Director of Instructional Services, Dr. June Atkinson, was asked what impact there might be from the recently passed federal Workforce Investment Act, she indicated that Section 501(a)(2)(A) of that Act says secondary vocational education programs authorized under the Carl D. Perkins Vocational and Applied Technology Education Act would only be covered in a State's unified plan if there were prior approval of the State's legislature. House Select Committee staff also pointed out in this regard that Section 191(a) of the Workforce Investment Act states that "any funds received by a State under this title shall be subject to appropriation by the State legislature, consistent with the terms and conditions required under this title."

There appears to be no conflict between federal grants and State statutory provisions with regard to character education as well. However, there was a question raised as to why the state law concerning charter schools had to have a provision in it with respect to racial requirements when the federal law had no such provision. And regarding the abstinence-until-marriage program, there was considerable discussion about the federal law's intent that an "abstinence only" message be presented, while state law concerning sex education allows LEAs to teach a "mixed message" (e.g., abstinence or "safe sex" with condoms, etc.). Correspondence from Congressman Tom Coburn, M.D. shows clearly the Congressional intent for this legislation (see Attachment 11), and one can also refer to Mrs. Frazier's report (Attachment 9) for additional information on this matter. She has indicated that Dr. Peter Van Dyck, who is in charge of the federal abstinence-until-marriage grants at the federal Maternal and Child Health Bureau, has also clearly stated that sending a "mixed message" cannot be allowed when federal abstinence-until-marriage funds are used.

For any members of the General Assembly who are interested in the investigations carried out by the House Select Committee, the verbatim Minutes of the Committee's hearings are available.

As indicated at the beginning of this final report, there is an update concerning the interim report's findings pertaining to the State's STW JobReady program. At the time of the interim report, the House Select Committee had recommended that some amendments be made to the state's application to the federal Department of Labor for additional STW funds for JobReady, and many of those amendments were made and approved by the federal government. The Committee thereafter suggested that some additional amendments be made, especially to make it clear that student's participation must be voluntary.

The original application's reference to a Certificate of Initial Mastery (CIM) was changed to simply indicate JobReady's support of the N.C. Standards and Accountability Committee's efforts. This latter Committee has not endorsed a CIM, but there has been some discussion about a differentiated diploma (which theoretically could include a CIM in the future).

JobReady still uses skill certificates recognized by the National Skill Standards Board (NSSB), and the concern there has been the agenda of some Board members. One of them has indicated that "many of the countries of the former Communist bloc in Eastern Europe and the Soviet Union have done a better job than we of building effective human-resource development programs," which the U.S. should have "from cradle to grave and is the same system for everyone---young and old, poor and rich, worker and full-time student....Radical changes in attitudes, values and beliefs are required to move any combination of these agendas...." And another NSSB member has stated that "those who educate are more to be honored than those who bear the children. The latter gave them only life, the former teach them the art of living."

The House Select Committee wishes, though, to commend JobReady officials for making a good-faith effort to address this Committee's additional concerns, and the new amendments sent by JobReady to the federal Department of Labor have just been approved.

In the House Select Committee's interim report, there was a recommendation pertaining to the national certification of teachers in North Carolina by the National Board for Professional Teaching Standards (NBPTS). Since there has still been no study of whether national teacher certification has improved students' academic performance, the Committee recommends that the legislature consider not expanding the funding of this initiative in the future until such a study is completed. There are several reasons for this.

First, there is an extremely low number of minorities nationally certified. Of 207 nationally certified teachers in North Carolina in 1996-97, only six are black and one Hispanic. This should be of great concern to many, including the NAACP, and it raises a question about the fairness of the national certification process itself.

Secondly, teachers across the state will soon be asking why these nationally certified teachers should receive extra monies from the legislature for 5 years (the term of national

certification) regardless of their students' academic performance, while other individual teachers may receive nothing even if their students' academic performance is the best in the state?

And thirdly, there is the question of cost to the taxpayers. It has been projected in the next state budget that \$2.3 million will be the cost for these nationally certified teachers next fiscal year, and this does not even include salaries. The average teacher salary in the state is about \$31,388. The nationally certified teachers are to receive 12% above this, which comes to about \$3,767 per teacher. In addition to the 207 nationally certified teachers in North Carolina in 1996-97, there were about 329 more nationally certified in 1997-98, making a total of 536. That will amount to about an extra \$2 million in additional salaries. Thus, the total in additional appropriations for next year will then be about \$4.3 million. It is expected that over 1000 will apply for national certification next year. And at the current passing rate of about 40%, that will mean an additional 400 nationally certified teachers in 1998-99, for a total of almost 1000 nationally certified teachers. This will be an extra \$6.1 million, so that in just a few years, the cost to the state will be in the tens of millions of dollars from the taxpayers.

Also in the House Select Committee's interim report was a recommendation that a Special Provision be placed in the next legislative budget. Committee chairman, Rep. Don Davis, requested that the following be added to Sec. 7.2. G.S. 143-16.1(a):

“(a)...Each budgetary category shall show the total received and anticipated State and federal expenditures, along with a description of the purpose for which the federal funds will be spent at the program level. All expenditures for the prior fiscal year and all expenditures anticipated in the proposed budget shall be reported by objects of expenditure by purpose and shall be identified by each federal grant. For the purpose of the section, ‘federal funds’ are any financial assistance made to a State agency by the United States government, whether a loan, grant, subsidy, augmentation, reimbursement, or any other form....”

The State budget (Session Law 1998-212, Senate Bill 1366), including this Special Provision, was ratified by the General Assembly on October 28, 1998 and approved on October 30.

After conducting these hearings, it is the sense of the House Select Committee that since the total of federal grant dollars (not just those for education) coming into the state equals about 60% of the funds appropriated by the legislature in the state budget, it would be prudent for the General Assembly to have a report regarding these federal funds when the legislature prepares its own budget. It also seems appropriate to have a Federal Funds Oversight Committee to implement a 1998 state budget provision concerning oversight of federal grants. Attachment 12 is a draft of proposed legislation to create such an oversight committee, which would be limited to federal grants concerning the subject areas of social services, health, and elementary and secondary education.



**House Select Committee on Federal Education Funding
Program Review Form**

Program Name/Purpose

Carl D. Perkins Vocational and Applied Technology Education Act

✓ The mission of the Carl D. Perkins Vocational and Applied Technology Act of 1990 is “to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population.” Purposes of the Act are to be achieved through concentrating resources on improving education programs leading to occupational competence needed to work in a technological society. There is a priority in the use of funds for programs and services for special populations.

Program Description

Program Administration

Title II is the core of the Perkins Act, and receives the lion’s share of federal vocational education funds. States receive Vocational Education Basic Grants, which are provided by formula to states. States must subgrant 75 percent of the funds to secondary, postsecondary, and adult vocational education programs at the local level. States use the remaining 25 percent of their grants to perform state leadership activities and to support State Set-Aside Programs, which provide services for certain targeted populations such as displaced homemakers and inmates in correctional institutions.

✓ All programs under Title II are subject to certain requirements designed to ensure the equal access and full participation of designated populations who have traditionally had limited access to vocational education. These populations include individuals with disabilities, educationally and economically disadvantaged individuals, individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions. Local programs are also required annually to evaluate their performance and, if it is found lacking in any way, to make necessary improvements.

Title III-E of the Act authorizes the State-Administered Tech-Prep Program, which provides formula grants to states for projects to link secondary schools and community colleges and provide technical education that builds student competencies and leads to employment. “Tech-prep” education programs lead to a two-year associate degree or a two-year certificate.

The State receives the funds at the beginning of each state fiscal year and can use the funds for 27 months.

Federal Statutory and Regulatory Citations

Title II of the Carl D. Perkins Vocational and Applied Technology Act, as amended by the Perkins Act Amendments of 1990 (P.L. 101-392)
Education Department Administrative Regulations, 34CFR Parts 400 and 403

State Statutory and Regulatory Citations

Chapter 115C, Article 10, Parts 1 and 2 of the General Statutes enacted by the General Assembly provide the legal basis for Workforce Development Education in North Carolina.

Federal Matching Requirements

The state must match the portion of Title II funds reserved for state administration on a dollar-for-dollar basis from nonfederal sources.

Federal Maintenance of Effort Requirements

Payments may not be made to a state unless the state's fiscal effort per student or the aggregate expenditures for vocational education in the state are not less in the previous year than in the second preceding year.

Description of Allocation Formulas

Federal to State:

State and territorial educational agencies in the states, the District of Columbia, Puerto Rico, the Virgin Islands, and the Pacific territories receive formula grants for vocational education programs. Specified amounts of the Title II basic state vocational education appropriation are set aside each year for the Indian and native Hawaiian vocational education grant program and for the territories of the United States. Out of the funds that remain after the set-asides for Indians, Hawaiian natives, and the Pacific territories are deducted from the program's appropriation, states, D.C., Puerto Rico, and the Virgin Islands receive their formula grants based on population and per capita income (with proportionately higher grants for poorer states). Generally speaking, no jurisdiction will receive less than 0.5 percent of the annual appropriation for the basic state program and the Title III special programs; however, this provision is subject to several complex adjustments to ensure that no jurisdiction's allocation climbs or drops precipitously in any one year. Twenty-five percent of the state's allocation is set aside for use by states under Titles II-A and II-B for administrative expenses, state leadership and discretionary activities, and programs targeted at specified populations.

State to Local:

At least seventy-five percent of Title II state grants must be passed on to local education

agencies to conduct eligible vocational and applied technology programs under Title II-C. For secondary programs, funds are allocated to all eligible LEAs in the state as follows:

- 70 percent based on each LEA's share of Title I grant funds (which are distributed according to measures of student poverty) in the previous year;
- 20 percent based on each LEA's share of students served under the Individuals with Disabilities Education Act in the previous year;
- 10 percent based on each LEA's share of the total students enrolled in grades K-12 and adults enrolled in vocational education in the previous year.

Description of the State Level Application, Award, and Grant Monitoring Process

State Level Application

The State Board of Education is responsible for developing a three-year state vocational education plan followed by a two-year plan for the remaining years covered by the legislation, describing how the state will use its funds. As part of the development process, the State Board must conduct a statewide assessment of vocational education in the state and conduct public hearings on the plan. In addition, the board must consult with the state educational agency or agencies in charge of secondary and post-secondary education in the state, and must respond to any objections or comments registered by those agencies.

Local applications include many of the same elements required in state plans. Among other things, the local plans must describe the numbers and needs of the special populations to be served; how programs will be developed to meet those needs; provisions for consultation with parents and students; provisions for coordination with related programs and organizations, and the standards the recipient will use to evaluate its programs.

Award from the U.S. Department of Education

This program is forward-funded; that is, funds appropriated in the fall become available for expenditure the following July 1. Of each year's funding for vocational education basic grants, a small portion (equal to 1.5 percent of the combined Title II and Title IV national programs appropriation) is set aside for direct grants to Indian tribes and native Hawaiian organizations. The Pacific territories receive formula grants amounting to a total of 0.2 percent of the combined appropriation.

Grant Monitoring Process

In conjunction with the state committee of practitioners, the State Board of Education must develop core standards and performance measures for all programs assisted under the Perkins Act. Eligible recipients may make local modifications to this system to reflect economic, geographic or demographic factors, or the population to be served.

Using the statewide standards and measures, a local recipient of funds must annually

evaluate the effectiveness of its projects, services, and activities receiving assistance under the Title II basic program or a Title III special program. SEAs may use data from the National Assessment of Educational Progress (NAEP) when evaluating vocational education programs. Beginning not later than one year after the implementation of the system of standards and measures, if the recipient is not making acceptable progress in meeting the standards and measures, then the recipient must develop a plan for improvement for the next year, with the involvement of teachers, parents and students.

If, after a year of implementation of the plan, the local recipient is not making sufficient progress, the state education agency will step in and jointly develop another plan with the local recipient and teachers, parents, and students. The joint plan must detail the state role, describe strategies, and include a timetable for improvement. In conjunction with the local recipient, the state will annually review and improve the joint plan until the recipient fulfills the state and local standards for more than one year.

Separate from the local evaluation and program improvement process, the state board must conduct an assessment of the quality of vocational education in the state using measurable objective criteria. The assessment must address: the needs of students and the labor market; the integration of academic and vocational education; the relative academic, occupational, training, and retraining needs of secondary, adult, and post secondary students; the ability of programs to provide basic and higher order skills needed by students; and other factors specified by the statute and regulations. An assessment must be conducted prior to the submission of each new state plan.

Local Administration Cost

	FY 94-95	FY 95-96	FY 96-97	FY 97-98
Expenditures	\$32,729.97	\$9,731.26	\$17,063.48	\$26,591.08

Vocational Education-Title II Administration
Breakdown of Fiscal Year Budgets and Expenditures

	Fiscal Year 1994-95		Fiscal Year 1995-96		Fiscal Year 1996-97		Fiscal Year 1997-98	
	Budget	Expended	Budget	Expended	Budget	Expended	Budget	Expended
State Administration and State Leadership:								
Personnel Cost	\$ 527,371	\$ 505,162	\$ 614,730	\$ 602,598	\$ 553,704	\$ 552,526	\$ 588,192	\$ 568,821
Purchased Services	68,152	42,993	40,682	41,597	2,250		-	
Office Support	119,935	18,982	28,534	8,012	36,204	29,965	3,221	3,221
Equipment								
Indirect Cost	175,581	143,800	143,800	123,267	-			
Contracts	50,000	50,000	50,000	50,000	104,660	102,937	109,411	105,828
Non-Educational Grants					52,500	52,379	50,000	50,000
Educational Grants								
Total	\$ 941,039	\$ 760,937	\$ 877,746	\$ 825,474	\$ 749,318	\$ 737,807	\$ 750,824	\$ 727,870
Carryover into Next Year		\$ 180,102		\$ 52,272		\$ 11,511		\$ 22,954
Allotments to LEAs								
Unallotted	\$ 400,000	\$ 342,696	\$ 106,804	\$ 89,372	\$ 17,433	\$ 3,012	\$ 14,420	\$ 14,420
Total	\$ 400,000	\$ 342,696	\$ 106,804	\$ 89,372	\$ 17,433	\$ 3,012	\$ 14,420	\$ 14,420
Carryover into Next Year		\$ 57,304		\$ 17,432		\$ 14,421		
Transfers to State Agencies:								
Community Colleges	\$ 10,316,658	\$ 9,671,676	\$ 10,059,875	\$ 9,550,575	\$ 13,403,989	\$ 9,734,281	\$ 10,122,728	\$ 9,778,815
Other								
Total	\$ 10,316,658	\$ 9,671,676	\$ 10,059,875	\$ 9,550,575	\$ 13,403,989	\$ 9,734,281	\$ 10,122,728	\$ 9,778,815
Carryover into Next Year		\$ 644,982		\$ 509,300		\$ 3,669,708		\$ 343,913
Total Available Funds	\$ 11,657,697		\$ 11,044,425		\$ 14,170,740		\$ 10,887,972	

Descriptions of Expenditure Summaries

- Personnel Cost:** Includes salaries, employee benefits, and compensation to board members.
- Purchased Services:** Includes food service agreements, operational services, and staff travel.
- Office Support:** Includes telephone, postage, printing, advertising, various services/fees, general supplies and other administrative expenses.
- Indirect Cost:** Transfer line-item to the State Board Office. Based on a rate approved by the federal Dept. of Education.
- Equipment:** Includes office and computer equipment.
- Contracts:** Includes academic services and personal services contracts.
- Non-Educational Contracts:** Includes other grants and aids to non-educational agencies.
- Educational Contracts:** Includes other grants and aids to educational agencies.
- Allotments to LEAs:** Funds appropriated by the State Board of Education to LEAs based on LEA submitted applications.
- Unallotted:** Funds available to the State Board of Education to appropriate to LEAs.

**Vocational Education-Title II Program Improvement
Breakdown of Fiscal Year Budgets and Expenditures**

	Fiscal Year 1994-95		Fiscal Year 1995-96		Fiscal Year 1996-97		Fiscal Year 1997-98	
	Budget	Expended	Budget	Expended	Budget	Expended	Budget	Expended
State Administration and State Leadership:								
Personnel Cost	\$ 297,344	\$ 233,791	\$ 235,268	\$ 342,208	\$ 275,058	\$ 262,191	\$ 320,807	\$ 311,823
Purchased Services	171,622	110,650	618,146	269,779	738,280	515,042	626,135	538,967
Office Support	1,074,877	838,431	478,713	445,230	462,765	424,917	451,670	444,339
Equipment	41,400	33,878	48,250	30,358	140,850	142,469	26,377	18,115
Indirect Cost	415,606	310,937	382,058	219,108	361,461	211,578	382,906	239,617
Contracts	108,000	61,289	385,553	163,988	373,500	282,688	89,644	68,565
Non-Educational Grants	-	-	-	-	-	-	-	-
Educational Grants	-	-	-	-	-	-	-	-
Total	\$ 2,108,849	\$ 1,588,975	\$ 2,115,988	\$ 1,470,672	\$ 2,381,924	\$ 1,818,885	\$ 2,192,505	\$ 1,936,243
Compare with Next Year		\$ 519,879		\$ 643,315		\$ 533,039		\$ 256,282
Allotments to LEAs								
Unallotted	\$ 15,288,082	\$ 15,193,016	\$ 15,647,233	\$ 15,388,811	\$ 15,593,109	\$ 15,442,426	\$ 16,003,072	\$ 15,137,590
Total	\$ 15,288,082	\$ 15,193,016	\$ 15,647,233	\$ 15,388,811	\$ 15,593,109	\$ 15,442,426	\$ 16,003,072	\$ 15,137,590
Compare with Next Year		\$ 85,066		\$ 258,422		\$ 180,083		\$ 865,482
Transfers to State Agencies:								
Community Colleges								
Other								
Total								
Compare with Next Year								
Total Available Funds	\$ 17,396,931		\$ 17,89,221		\$ 18,008,333		\$ 18,263,577	

Descriptions of Expenditure Summaries

- Personnel Cost:** Includes salaries, employee benefits, and compensation to board members.
- Purchased Services:** Includes food service agreements, operational services, and staff travel.
- Office Support:** Includes telephone, postage, printing, advertising, various services/fees, general supplies and other administrative expenses.
- Indirect Cost:** Transfer line-item to the State Board Office. Based on a rate approved by the federal Depart. of Education.
- Equipment:** Includes office and computer equipment.
- Contracts:** Includes academic services and personal services contracts.
- Non-Educational Contracts:** Includes other grants and aids to non-educational agencies.
- Educational Contracts:** Includes other grants and aids to educational agencies.
- Allotments to LEAs:** Funds appropriated by the State Board of Education to LEAs based on LEA submitted applications.
- Unallotted:** Funds available to the State Board of Education to appropriate to LEAs.

**Vocational Education-Title II Gender Equity
Breakdown of Fiscal Year Budgets and Expenditures**

	Fiscal Year 1994-95		Fiscal Year 1995-96		Fiscal Year 1996-97		Fiscal Year 1997-98	
	Budget	Expended	Budget	Expended	Budget	Expended	Budget	Expended
State Administration and State Leadership:								
Personnel Cost								
Purchased Services	8,000	2,369	61,000	15,867	133,350	63,137	118,100	57,352
Office Support	26,791	13,801	27,105	5,258	49,005	17,163	80,897	19,319
Equipment	-	-	-	-	-	-	-	-
Indirect Cost	9,107	4,107	32,238	3,993	58,494	14,133	60,864	14,184
Contracts	211,236	81,126	202,734	77,864	150,000	104,233	130,000	12,240
Non-Educational Grants								
Educational Grants								
Total	\$ 255,134	\$ 101,403	\$ 323,077	\$ 102,982	\$ 390,849	\$ 198,666	\$ 389,861	\$ 103,095
Carryover into Next Year		\$ 153,731		\$ 220,095		\$ 192,183		\$ 286,766
								0
Allotments to LEAs	\$ 521,472	\$ 446,495	\$ 540,433	\$ 436,280	\$ 554,153	\$ 509,863	\$ 494,290	\$ 437,808
Unallotted								
Total	\$ 521,472	\$ 446,495	\$ 540,433	\$ 436,280	\$ 554,153	\$ 509,863	\$ 494,290	\$ 437,808
Carryover into Next Year		\$ 74,978		104,153		\$ 44,290		\$ 56,482
Transfers to State Agencies:								
Community Colleges								
Other								
Total	\$ -	\$ -						
Carryover into Next Year		\$ -		\$ -		\$ -		\$ -
Total Available Funds	\$ 776,606		\$ 863,510		\$ 945,002		\$ 884,151	

Descriptions of Expenditure Summaries

- Personnel Cost:** Includes salaries, employee benefits, and compensation to board members.
- Purchased Services:** Includes food service agreements, operational services, and staff travel.
- Office Support:** Includes telephone, postage, printing, advertising, various services/fees, general supplies and other administrative expenses.
- Indirect Cost:** Transfer line-item to the State Board Office. Based on a rate approved by the federal Dept. of Education.
- Equipment:** Includes office and computer equipment.
- Contracts:** Includes academic services and personal services contracts.
- Non-Educational Contracts:** Includes other grants and aids to non-educational agencies.
- Educational Contracts:** Includes other grants and aids to educational agencies.
- Allotments to LEAs:** Funds appropriated by the State Board of Education to LEAs based on LEA submitted applications.
- Unallotted:** Funds available to the State Board of Education to appropriate to LEAs.

**Vocational Education-Title II Homemakers
Breakdown of Fiscal Year Budgets and Expenditures**

	Fiscal Year 1994-95		Fiscal Year 1995-96		Fiscal Year 1996-97		Fiscal Year 1997-98	
	Budget	Expended	Budget	Expended	Budget	Expended	Budget	Expended
State Administration and State Leadership:								
Personnel Cost	\$ 103,759	\$ 96,100	\$ 22,632	\$ 22,631				
Purchased Services	7,431	2,741	3,838	1,673				
Office Support	64,797	56,969	2,500	17	4,699	4,699	-	-
Equipment								
Indirect Cost	45,652	39,575						
Contracts			5,475	4,597	828	828	-	-
Non-Educational Grants								
Educational Grants							14,422	14,422
Total	\$ 221,639	\$ 195,384	\$ 34,445	\$ 28,918	\$ 5,527	\$ 5,527	\$ 14,422	\$ 14,422
Carryover into Next Year		\$ 26,264		\$ 5,527	\$ -		\$ -	
Allotments to LEAs								
Unallotted	\$ 1,072,512	880,539	\$ 191,972	\$ 35,623	\$ 55,402	40,879	\$ -	\$ -
Total	\$ 1,072,512	\$ 880,539	\$ 191,972	\$ 35,623	\$ 55,402	\$ 40,879	\$ -	\$ -
Carryover into Next Year		\$ 191,973		156,349	\$ 14,523			
Transfers to State Agencies:								
Community Colleges								
Other								
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Carryover into Next Year		\$ -		\$ -				
Total Available Funds	\$ 1,294,151		\$ 226,417		\$ 60,929		\$ 14,422	

Descriptions of Expenditure Summaries

- Personnel Cost:** Includes salaries, employee benefits, and compensation to board members.
- Purchased Services:** Includes food service agreements, operational services, and staff travel.
- Office Support:** Includes telephone, postage, printing, advertising, various services/fees, general supplies and other administrative expenses.
- Indirect Cost:** Transfer line-item to the State Board Office. Based on a rate approved by the federal Dept. of Education.
- Equipment:** Includes office and computer equipment.
- Contracts:** Includes academic services and personal services contracts.
- Non-Educational Contracts:** Includes other grants and aids to non-educational agencies.
- Educational Contracts:** Includes other grants and aids to educational agencies.
- Allotments to LEAs:** Funds appropriated by the State Board of Education to LEAs based on LEA submitted applications.
- Unallotted:** Funds available to the State Board of Education to appropriate to LEAs.

**Vocational Education-Title II Single Parent
Breakdown of Fiscal Year Budgets and Expenditures**

	Fiscal Year 1994-95		Fiscal Year 1995-96		Fiscal Year 1996-97		Fiscal Year 1997-98	
	Budget	Expended	Budget	Expended	Budget	Expended	Budget	Expended
State Administration and State Leadership:								
Personnel Cost								
Purchased Services								
Office Support								
Equipment								
Indirect Cost								
Contracts								
Non-Educational Grants								
Educational Grants								
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Carryover into Next Year		\$ -		\$ -		\$ -		\$ -
Allotments to LEAs	\$ 281,230	\$ 209,741	\$ 295,489	\$ 202,406	\$ 317,083	\$ 271,756	\$ 269,328	\$ 218,194
Unallotted								
Total	\$ 281,230	\$ 209,741	\$ 295,489	\$ 202,406	\$ 317,083	\$ 271,756	\$ 269,328	\$ 218,194
Carryover into Next Year		\$ 71,489		\$ 93,083		\$ 45,327		\$ 51,134
Transfers to State Agencies:								
Community Colleges								
Other								
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Carryover into Next Year		\$ -		\$ -		\$ -		\$ -
Total Available Funds	\$ 281,230		\$ 295,489		\$ 317,083		\$ 269,328	

Descriptions of Expenditure Summaries

- Personnel Cost:** Includes salaries, employee benefits, and compensation to board members.
- Purchased Services:** Includes food service agreements, operational services, and staff travel.
- Office Support:** Includes telephone, postage, printing, advertising, various services/fees, general supplies and other administrative expenses.
- Indirect Cost:** Transfer line-item to the State Board Office. Based on a rate approved by the federal Department of Education.
- Equipment:** Includes office and computer equipment.
- Contracts:** Includes academic services and personal services contracts.
- Non-Educational Contracts:** Includes other grants and aids to non-educational agencies.
- Educational Contracts:** Includes other grants and aids to educational agencies.

- Allotments to LEAs:** Funds appropriated by the State Board of Education to LEAs based on LEA submitted applications.
- Unallotted:** Funds available to the State Board of Education to appropriate to LEAs.

**Vocational Education-Title III Tech Prep
Breakdown of Fiscal Year Budgets and Expenditures**

	Fiscal Year 1994-95		Fiscal Year 1995-96		Fiscal Year 1996-97		Fiscal Year 1997-98	
	Budget	Expended	Budget	Expended	Budget	Expended	Budget	Expended
State Administration and State Leadership:								
Personnel Cost	\$ -	\$ -						
Purchased Services	26,000	1,790	90,696	16,032	142,596	32,902	14,296	13,839
Office Support	136,512	27,892	174,522	30,167	137,904	78,766	20,309	8,712
Equipment	-	-	-	-	-	4,559	174,763	173,472
Indirect Cost	47,124	7,539	55,796	8,732	56,721	19,653	2,200	2,159
Contracts	-	-	-	-	90,000	84,221	53,108	36,575
Non-Educational Grants	-	-	-	-	-	-	35,500	35,490
Educational Grants	-	-	-	-	-	-	-	2,048
Total	\$ 209,636	\$ 37,221	\$ 321,014	\$ 54,930	\$ 427,221	\$ 220,101	\$ 300,176	\$ 272,295
Carryover into Next Year		\$ 172,414		\$ 266,084		\$ 207,120		\$ 27,881
Allotments to LEAs	\$ 2,077,487	\$ 1,998,559	\$ 2,052,758	\$ 1,979,563	\$ 1,840,700	\$ 1,887,565	\$ 1,777,903	\$ 1,674,250
Unallotted								
Total	\$ 2,077,487	\$ 1,998,559	\$ 2,052,758	\$ 1,979,563	\$ 1,840,700	\$ 1,887,565	\$ 1,777,903	\$ 1,674,250
Carryover into Next Year		\$ 78,928		73,195		(4,865)		103,653
Transfers to State Agencies:								
Community Colleges	\$ 1,082,311	\$ 753,978	\$ 1,404,586	\$ 1,327,693	\$ 1,060,645	\$ 779,926	\$ 1,255,006	\$ 1,000,413
Other	23,011	23,011	30,000	28,597	36,000	31,017	40,000	32,768
Total	\$ 1,105,322	\$ 776,989	\$ 1,434,586	\$ 1,356,290	\$ 1,096,645	\$ 810,943	\$ 1,295,006	\$ 1,033,181
Carryover into Next Year		\$ 328,333		78,296		\$ 265,702		\$ 261,825
Total Available Funds	\$ 3,392,445		\$ 3,808,358		\$ 3,364,566		\$ 3,373,085	

Descriptions of Expenditure Summaries

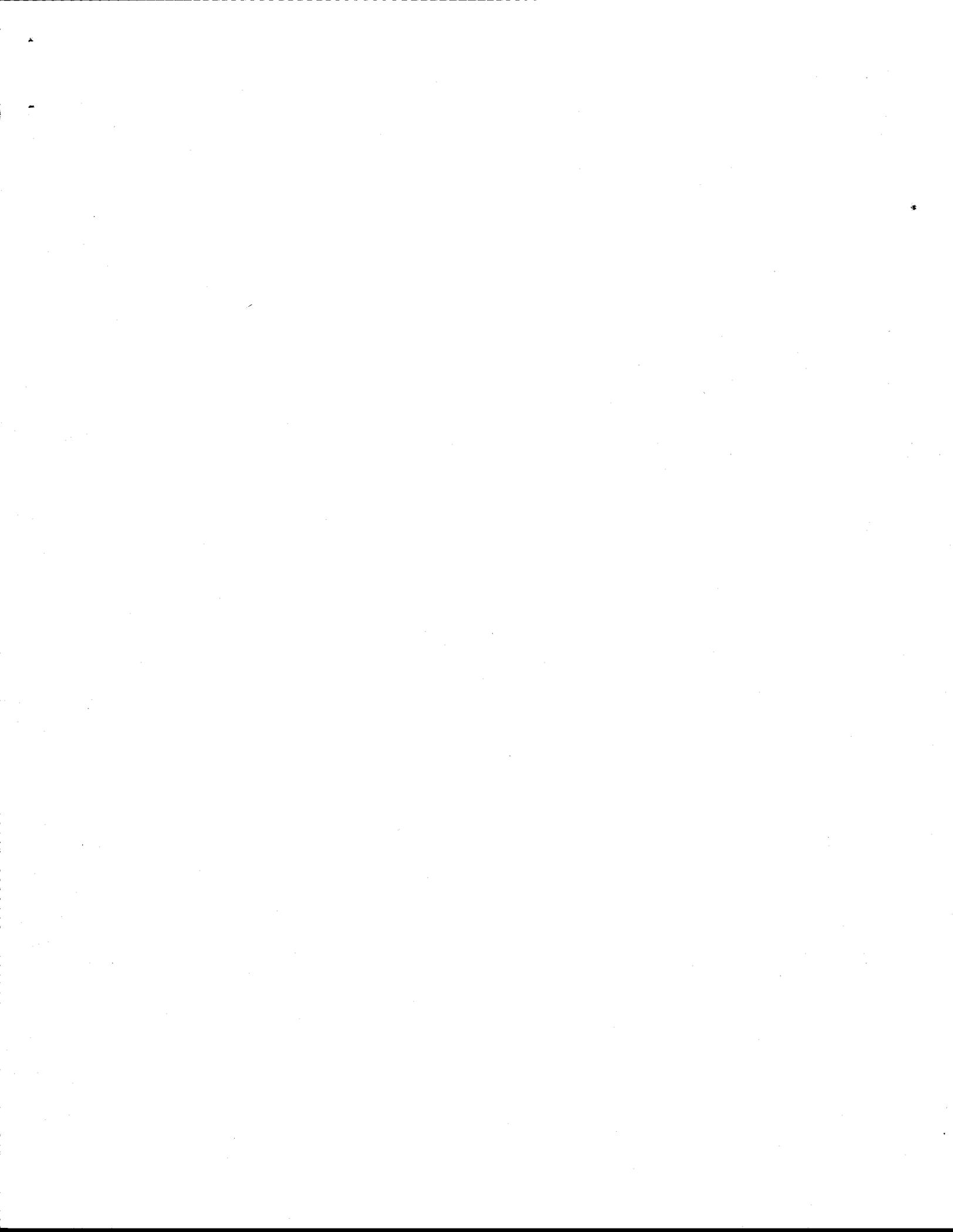
- Personnel Cost:** Includes salaries, employee benefits, and compensation to board members.
- Purchased Services:** Includes food service agreements, operational services, and staff travel.
- Office Support:** Includes telephone, postage, printing, advertising, various services/fees, general supplies and other administrative expenses.
- Indirect Cost:** Transfer line-item to the State Board Office. Based on a rate approved by the federal Depart. of Education.
- Equipment:** Includes office and computer equipment.
- Contracts:** Includes academic services and personal services contracts.
- Non-Educational Contracts:** Includes other grants and aids to non-educational agencies.
- Educational Contracts:** Includes other grants and aids to educational agencies.
- Allotments to LEAs:** Funds appropriated by the State Board of Education to LEAs based on LEA submitted applications.
- Unallotted:** Funds available to the State Board of Education to appropriate to LEAs.

Vocational Education-Community Based Organizations
Breakdown of Fiscal Year Budgets and Expenditures

	Fiscal Year 1994-95		Fiscal Year 1995-96		Fiscal Year 1996-97		Fiscal Year 1997-98	
	Budget	Expended	Budget	Expended	Budget	Expended	Budget	Expended
State Administration and State Leadership:								
Personnel Cost								
Purchased Services	3,500	-						
Office Support	8,500	34	59	59				
Equipment								
Indirect Cost	3,048	9	11	11				
Contracts	366,101	243,204	122,897	117,577	5,320	5,320	-	-
Non-Educational Grants								
Educational Grants								
Total	\$ 381,149	\$ 243,246	\$ 122,967	\$ 117,647	\$ 5,320	\$ 5,320	\$ -	\$ -
Carryover into Next Year		\$ 137,903		\$ 5,320				
Allotments to LEAs								
Unallotted								
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Carryover into Next Year								
Transfers to State Agencies:								
Community Colleges	\$ 199,929	\$ 120,000	\$ 79,929	\$ 79,929				
Other								
Total	\$ 199,929	\$ 120,000	\$ 79,929	\$ 79,929	\$ -	\$ -	\$ -	\$ -
Carryover into Next Year		\$ 79,929						
Total Available Funds	\$ 581,078		\$ 202,896		\$ 5,320		\$ -	

Descriptions of Expenditure Summaries

- Personnel Cost:** Includes salaries, employee benefits, and compensation to board members.
- Purchased Services:** Includes food service agreements, operational services, and staff travel.
- Office Support:** Includes telephone, postage, printing, advertising, various services/fees, general supplies and other administrative expenses.
- Indirect Cost:** Transfer line-item to the State Board Office. Based on a rate approved by the federal Depart. of Education.
- Equipment:** Includes office and computer equipment.
- Contracts:** Includes academic services and personal services contracts.
- Non-Educational Contracts:** Includes other grants and aids to non-educational agencies.
- Educational Contracts:** Includes other grants and aids to educational agencies.
- Allotments to LEAs:** Funds appropriated by the State Board of Education to LEAs based on LEA submitted applications.
- Unallotted:** Funds available to the State Board of Education to appropriate to LEAs.



Att. 2

CONTRACTS

FISCAL YEAR
1996-97

Title II-A: Vocational Education-State Leadership
CFDA: 84.048

FY 1996-97

Academic Services

Contract Amount	Vendor	Description of Services Rendered
\$ 50,000	North Carolina A&T University Contract #6788	Coordinated and implemented a two week residential summer institute for gender equity in high technology.
\$ 50,000	East Carolina University Contract #6789	Coordinated and implemented a two week residential summer institute for gender equity in high technology.

Number of Academic Services Contracts	2
Total Contract Dollars for Academic Services	\$ 100,000

Personal Services

Contract Amount	Vendor	Description of Services Rendered
\$ 9,750	Notlim, Incorporated Contract #6265	Provided computerized business financial service and career development planning activities for students enrolled in business, marketing, and family and consumer sciences curriculum courses.
\$ 475	Dan Bruffey, Inc. Contract #6499	Provided training of workforce development consultant staff members to serve on high schools that work technical assistance visitation teams.
\$ 1,100	Dr. Thelma King Contract #6514	Conducted project on "Induction Strategies that Work to Keep Business/Marketing Beginning Teachers in the Classroom."

Title II-A: Vocational Education-State Leadership**CFDA: 84.048****FY 1996-97**

\$	2,500	Sandra A. Howard Contract #6515	Conducted research on "A Study to Determine the NC Small Business Perception of Skills that Should Be Developed for Entry Level Tech Prep Employees."
\$	1,110	Dr. Lillie A-Lewis Contract #6516	Conducted project on "Induction Strategies that Work to Keep Business/Marketing Beginning Teachers in the Classroom."
\$	2,500	Dr. Cheryl L. Lee Contract #6517	Conducted research on "Irregular Certifications: A Potential Solution to the Critical Shortage of Family and Consumer Sciences Education Teachers."
\$	2,500	Dr. Carolyn Jewell Contract #6535	Conducted research on "A Study of Career Making Processes of University Level Minority Business/Marketing Education Students."
\$	2,000	Notlim, Incorporated Contract #6548	Organized, insured quality control and prepared all registration reports for the 1996 Workforce Development Summer Conference.
\$	1,000	David Philips Contract #6557	Served as a specialist for the development of the course Blueprint and curriculum guide for the Hospitality/Tourism Marketing course.
\$	1,000	Cindy Marks Contract #6558	Served as a specialist for the development of the course Blueprint and curriculum guide for the Hospitality/Tourism Marketing course.
\$	1,000	Evadale Hudspeth Contract #6559	Served as a specialist for the development of the course Blueprint and curriculum guide for the Hospitality/Tourism Marketing course.
\$	1,000	Pam Armstrong Contract #6560	Served as a specialist for the development of the course Blueprint and curriculum guide for the Hospitality/Tourism Marketing course.
\$	1,000	Laurie Walker Contract #6561	Served as a specialist for the development of the course Blueprint and curriculum guide for the Hospitality/Tourism Marketing course.
\$	1,000	Sarah Marsh Contract #6562	Served as a specialist for the development of the course Blueprint and curriculum guide for the Hospitality/Tourism Marketing course.
\$	1,000	Susan Lee Contract #6563	Served as a specialist for the development of the course Blueprint and curriculum guide for the Hospitality/Tourism Marketing course.
\$	1,000	Jennifer Griffin Contract #6564	Served as a specialist for the development of the course Blueprint and curriculum guide for the Hospitality/Tourism Marketing course.
\$	1,000	Tammy Gilmore Contract #6565	Served as a specialist for the development of the course Blueprint and curriculum guide for the Hospitality/Tourism Marketing course.
\$	2,500	NC State University Contract #6568	Conducted research on "A Comparison of the Effectiveness of Work-Based Learning Strategies in NC Public Schools."

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\$	2,025	NC State University Contract #6569	Conducted research on "The Impact of Block Scheduling on Instruction, FFA, and SAE in Agricultural Education as Perceived by Students."
\$	2,500	NC State University Contract #6570	Conducted research on "Induction Strategies that Work Keeping Biotechnology/Health Care/Career Development/Beginning Teachers in the Classroom."
\$	4,800	Reliable Education Alliance, Ltd. Contract #6593	Built three new T&I electronics test item banks aligned to the new electronic blueprints.
\$	700	Pat Henderson Contract #6596	Developed and distributed resource materials for LEA team workshops on developing and evaluating a comprehensive career development system.
\$	400	Eric Counseling and Student Services Contract #6597	Developed and distributed resource materials for LEA team workshops on enhancing the counselors knowledge of various components of the Information Highway and how they can use them.
\$	650	Jeanne Tomanchek Contract #6598	Led team of writers to evaluate, validate, and update the Marketing test item bank.
\$	1,000	Jeff Nelson Contract #6600	Created performance items to measure fifteen areas of competence in Marketing Education.
\$	6,960	Creative Data Systems Contract #6604	Provided data entry services for large volume of applications that were submitted to workforce development education for statistical studies.
\$	4,160	Norris Townsend Contract #6605	Converted existing Q&A database files to Microsoft Access database files and all existing screens, reports and macros used in the three areas comprising industrial technology and human services.
\$	450	Angela Patane Contract #6607	Helped in the design of a contemporary graphic communications facility and created a computer generated drawing of this facility.
\$	450	Gilbert Blaylock Contract #6608	Helped in the design of a contemporary graphic communications facility and created a computer generated drawing of this facility.
\$	450	Kathy Wright Contract #6609	Helped in the design of a contemporary graphic communications facility and created a computer generated drawing of this facility.
\$	450	Algje Campbell Contract #6610	Helped in the design of a contemporary masonry skills facility and created a computer generated drawing of this facility.
\$	450	Monty Rogers Contract #6611	Helped in the design of a contemporary cabinetmaking facility and created a computer generated drawing of this facility.

Title II-A: Vocational Education-State Leadership
CFDA: 84.048

FY 1996-97

\$	450	Gary Dement Contract #6612	Helped in the design of a contemporary welding technology facility and created a computer generated drawing of this facility.
\$	450	Joel H. Liles Contract #6613	Helped in the design of a contemporary industrial maintenance facility and created a computer generated drawing of this facility.
\$	450	John Correll Contract #6615	Helped in the design of a contemporary electronics facility and created a computer generated drawing of this facility.
\$	450	Jim Renas Contract #6616	Helped in the design of a contemporary auto body facility and created a computer generated drawing of this facility.
\$	450	Stephen Satterwhite Contract #6618	Helped in the design of a contemporary principles of technology facility and created a computer generated drawing of this facility.
\$	450	Bob Hodgins Contract #6620	Helped in the design of a contemporary textile technology facility and created a computer generated drawing of this facility.
\$	450	Sandra Nato Contract #6621	Helped in the design of a contemporary drafting facility and created a computer generated drawing of this facility.
\$	650	Evadale Hosaflook Contract #6622	Lead focus groups to create competencies/objectives for a new course-Marketing Technology and Media.
\$	500	Sara Thornburg Contract #6631	Developed curriculum products for VoCATS.
\$	450	Jimmie N. Ray Contract #6640	Help in designing a contemporary automotive technology facility and created a computer generated drawing of this facility.
\$	450	Graham Yarborough Contract #6644	Help in designing a contemporary electrical trades facility and created a computer generated drawing of this facility.
\$	2,850	W. Jones Loflin Contract #6658	Developed and implemented Vocational Student Organization (VSO) State Office for gender equity and workforce development education/student leadership.
\$	4,000	Reliable Education Alliance, Ltd. Contract #6676	Built two new T&I test item banks aligned to the new Collision Repair Technology Blueprints.
\$	10,560	Creative Visions Contract #6677	Secured, operated, and coordinated technical equipment and stage set for the production of four general sessions at state VSO conferences.

Title II-A: Vocational Education-State Leadership**CFDA: 84.048***FY 1996-97*

\$	7,475	Walter Brown Contract #6678	Served as Civil Rights team member to monitor schools in seven LEAs.
\$	7,475	Tim Brayboy Contract #6679	Served as Civil Rights team member to monitor schools in seven LEAs.
\$	900	Stephen Satterwhite Contract #6680	Drew two floor spaces using CAD software according to the specifications of the Division of School Planning.
\$	900	Tommy Bass Contract #6681	Drew two floor spaces using CAD software according to the specifications of the Division of School Planning.
\$	800	Elaine Bumgarner Contract #6698	Served as team member for the development of a curriculum guide and test item bank for Business Management applications.
\$	800	Doris Grubbs Contract #6699	Served as team member for the development of a curriculum guide and test item bank for Business Management applications.
\$	800	Helen M-Jackson Contract #6700	Served as team member for the development of a curriculum guide and test item bank for Business Management applications.
\$	800	Diane Hogan Contract #6701	Served as team member for the development of a curriculum guide and test item bank for Business Management applications.
\$	800	Helen Maness Contract # 6702	Served as team member for the development of a curriculum guide and test item bank for Business Management applications.
\$	800	Cynthia Twisdale Contract #6704	Served as team member for the development of a curriculum guide and test item bank for Business Management applications.
\$	625	Selina Riley Contract #6705	Served as team member for the development of a curriculum guide and test item bank for Accounting I and II.
\$	625	Jane Finch Contract #6706	Served as team member for the development of a curriculum guide and test item bank for Accounting I and II.
\$	625	Melda Funderburk Contract #6707	Served as team member for the development of a curriculum guide and test item bank for Accounting I and II.
\$	625	Deborah Seehorn Contract #6708	Served as team member for the development of a curriculum guide and test item bank for Accounting I and II.
\$	800	Janet Shaw Contract #6709	Served as team member for the development of a curriculum guide and test item bank for Accounting I and II.

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\$	800	Delores Barnhill Contract #6710	Served as team member for the development of a curriculum guide and test item bank for Accounting I and II.
\$	800	Julia Williams Contract #6711	Served as team member for the development of a curriculum guide and test item bank for Accounting I and II.
\$	800	Joyce Cotten Contract #6712	Served as team member for the development of a curriculum guide and test item bank for Accounting I and II.
\$	800	Vance Fishback Contract #6713	Served as team member for the development of a curriculum guide and test item bank for Accounting I and II.
\$	5,285	Nancy A. Willis Contract #6720	Provided complete management of the busget for Career Exploration Clubs of North Carolina.
\$	8,750	Dr. Sylvia Crudup Contract #6721	Served as Civil Rights team member to monitor schools in seven LEAs.
\$	10,625	L.C. Case Contract #6722	Served as Civil Rights team member to monitor schools in seven LEAs.
\$	5,285	Kathleen Squibb Contract #6723	Organized, planned, and directed daily operations of the NC-TSA and planned the NC-TSA spring conference.
\$	5,285	Georgia Weeks Contract #6725	Provided complete management of NC-VICA for processing, membership, receiving and depositing money, and organizing and facilitating the state conference
\$	625	Jimmie Dellinger Contract #6732	Developed curriculum products for VoCATS.
\$	540	Ray Martin Contract #6733	Developed curriculum products for VoCATS.
\$	855	Bill Ellis Contract #6734	Developed curriculum products for VoCATS.
\$	1,350	Betty Burrow Contract #6739	Developed instructional activities designed to assist students in the mastery of the competencies/objectives of Business Computer Technology.
\$	1,225	Nancy Stevens Contract #6740	Developed instructional activities designed to assist students in the mastery of the competencies/objectives of Business Computer Technology.
\$	1,225	Nancy Williams Contract #6741	Developed instructional activities designed to assist students in the mastery of the competencies/objectives of Business Computer Technology.

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\$	900	Lou W. Coggins Contract #6742	Developed instructional activities designed to assist students in the mastery of the competencies/objectives of Keyboarding.
\$	900	Cindy Murphy Contract #6743	Developed instructional activities designed to assist students in the mastery of the competencies/objectives of Keyboarding.
\$	1,250	Lisa Williams Contract #6744	Developed instructional activities designed to assist students in the mastery of the competencies/objectives of Keyboarding.
\$	2,200	Joanna Peterson Contract #6755	Researched and proposed mentor-protégé seminar model for family and consumer sciences.
\$	15,000	Dr. Sylvia Crudup Contract #6775	Developed and coordinator gender equity conference for school administrators and teachers.
\$	475	Dan Bruffey, Inc. Contract #6784	Led two workshops on dealing with difficult people.
\$	500	Sylvia Smith Contract #6818	Participated in the development of the Interior Design Services I and II Blueprints and Interior Design Services I test item bank.
\$	500	Joyce C. Hayes Contract #6819	Participated in the development of the Interior Design Services I and II Blueprints and Interior Design Services I test item bank.
\$	2,500	Dan Bruffey, Inc. Contract #6821	Led a high school that work technical assistance visit in another state.
\$	450	David Walker Contract #6825	Constructed four pre/post assessments for Communication Systems, and Structural Systems.
\$	450	Tommy Bass Contract #6827	Constructed 90 multiple choice test items.
\$	1,100	Sara Thornburg Contract #6828	Edited the Textile Technology curriculum guide and furnished DPI with a hard copy and disk copy.
\$	210	Wayne Miller Contract #6841	Constructed two pre/post assessments for Advanced Transportation Systems.
\$	450	Angela Patane Contract #6842	Constructed five pre/post assessments for Drafting Architectural II.
\$	450	Gilbert Blaylock Contract #6843	Constructed 90 multiple choice test items.

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\$	1,000	Laura H. Seminars, Inc. Contract #6862	Presented Keynote address to family and consumer sciences teachers.
\$	460	Bill Ellis Contract #6864	Developed 84 multiple choice items and 6 performance items related to plumbing and pipe-fitting.
\$	400	Roy C. Lanier Contract #6865	Developed 54 multiple choice items and 6 performance items related to welding.
\$	2,100	Ellen B. Goode Contract #6871	Facilitated the development of the Interior Design Services I and II Blueprints.
\$	4,000	Richard Peterson Contract #6872	Organized and directed the work of communications systems team.
\$	5,250	Dr. Debra O. Parker Contract #6873	Planned and implemented an on-site five day state wide workshop for special population coordinators.
\$	8,000	Diane Hogan Contract #6908	Edited and keyed business management application curriculum guide, accounting I and II, computer applications I and II and business management test item bank.
\$	500	Janis P. Meek Contract #6911	Presented preconference entitled "Building Excellence in Family and Consumer Sciences Education" for annual meeting of NC Association of Family and Consumer Sciences.
\$	350	Norris Townsend Contract #6912	Created and set-up Access database to receive scanned data for workforce development use in designing files, screens and reports.
\$	450	Patricia Russian Contract #6914	Presented a conference on ways to recognize and enhance cultural diversity as local, regional and state leaders to participants at the leadership institute for vocational educators.
\$	600	Elizabeth W. Heal Contract #6915	Entered 229 multiple choice items, 27 performance items, and edited 900+ items in the new electro-mechanical technology test item banks.
\$	6,000	William Deluca Contract #6916	Revised the blueprints, test item banks and curriculum guides of the current and advanced manufacturing systems semester course into a one year course.
\$	1,520	Lanny Joe Brittain Contract #6917	Developed 91 multiple choice and 20 performance items on various topics and edited 747 items for the revised electro-mechanical technology test item banks.
\$	6,000	Kevin L. Johnston Contract #6918	Developed a curriculum guide for the new computer technology I course and a blueprint test item bank with at least 10 multiple choice and 1 performance item per performance objective.

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\$	2,000	Bobbie Staten Contract # 6936	Delivered the opening session keynote address at the 1997 workforce development summer conference.
\$	500	Dr. Jeff Moss Contract # 6952	Served as a resource person to high schools for the tech prep principals academy.
\$	1,250	Fran Adams Contract # 6953	Served as a resource person to high schools for the tech prep principals academy.
\$	500	Michael G. Davis Contract # 6954	Developed a content outline and activities and reference lists for 18 of the graphic communications course objectives for the graphics communications curriculum guide.
\$	450	Interpreters Inc. Contract # 6958	Provided an interpreter for a student attending the VICA state conference.
\$	1,200	Greg Smith Contract # 6959	Served as a resource person to high schools.
\$	950	John Hostetler Contract # 6960	Served as a resource person to high schools for the tech prep principals academy.
\$	2,000	Work Prep Connections Contract # 6961	Created vocabs test-item bank structure for new communications systems curriculum.
\$	1,050	Patsy Griffin Contract # 6993	Revised life management blueprint, curriculum, and test item bank, and wrote additional test items.
\$	1,050	Margaret Harris Contract # 6994	Revised life management blueprint, curriculum, and test item bank, and wrote additional test items.
\$	3,000	Rockingham County Schools Contract # 6997	Built new bank structures for the metals manufacturing technology test item banks and edited them as needed.
\$	2,000	Notlim Inc. Contract # 6998	Organized and prepared all registration reports for the 1997 workforce development summer conference.
\$	7,050	Deneen Freeman Contract # 6999	Wrote and keyed interior design services I blueprint.
\$	3,200	Jane McAulay Contract # 7000	Developed and edited 1998 annual assessments for family and consumer sciences education.

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\$	4,000	Becky Thacker Contract #7001	Entered test items for community and family services.
\$	9,750	Mary Jo Nason Contract #7002	Editted the life management and community and family services test banks and the life management curriculum guide.
\$	6,500	Debra O. Parker Contract #7003	Editted the conceptual framework and course blueprint and developed the test item bank for community and family services I and drafted course blueprint for community and family services II.
\$	9,000	Work Prep Connections Contract #7005	Built two new T&I test item banks aligned to the new cosmetology blueprints.
\$	2,500	Julie Evans Contract #7026	Conducted two presentations at the 1997 workforce development summer conference.
\$	300	Elizabeth Cotton Contract #7032	Lead focus groups to create competencies/objectives for a new course - Marketing Technology and Media.
\$	300	Allison W. Bradner Contract #7033	Lead focus groups to create competencies/objectives for a new course - Marketing Technology and Media.
\$	300	Jennifer Griffin Contract #7034	Lead focus groups to create competencies/objectives for a new course - Marketing Technology and Media.
\$	300	Martha Mcracken Contract #7035	Lead focus groups to create competencies/objectives for a new course - Marketing Technology and Media.
\$	300	Greg Murphy Contract #7036	Lead focus groups to create competencies/objectives for a new course - Marketing Technology and Media.
\$	300	Tabitha L. Buchanan Contract #7037	Lead focus groups to create competencies/objectives for a new course - Marketing Technology and Media.
\$	1,250	Judy Pope Contract #7070	Coordinated the development of the principles of technology test-item bank.
\$	1,250	Deborah Walters Contract #7071	Coordinated the development of the structural system test-item bank.
\$	2,125	Dan Bruffey, Inc. Contract #7082	Provided staff development for participants of the 1997 workforce development summer conference.
\$	1,500	Eleanor Herndon Contract #7112	Conducted staff development on comprehensive career guidance and couseling programs.

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\$	1,000	Dr. William W. Purkey Contract #7125	Delivered the keynote address for the industry-education and career development coordinators summer workshop.
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Number of Personal Service Contracts	135
Total Contract Dollars for Personal Services	\$ 281,430

Grand Total Number of Contracts	137
Grand Total Contract Dollars	\$ 381,430

CONTRACTS

FISCAL YEAR

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Academic Services

Contract Amount	Vendor	Description of Services Rendered
\$ 50,000	North Carolina A&T University Contract #7596	Coordinated and implemented a two week residential summer institute for gender-equity in high technology.
\$ 50,000	East Carolina University Contract #7597	Coordinated and implemented a two week residential summer institute for gender equity in high technology.

Number of Academic Services Contracts	2
Total Contract Dollars for Academic Services	\$ 100,000

Personal Services

Contract Amount	Vendor	Description of Services Rendered
\$ 450	Dana Deaton Contract #7130	Constructed seventy-five multiple choice test items, five performance items with supplemental activities, edited 200 additional test items, and edited the Communication Systems curriculum guide.
\$ 450	Jerry Neuner Contract #7131	Constructed seventy-five multiple choice test items, five performance items with supplemental activities, edited 200 additional test items, and edited the Communication Systems curriculum guide.
\$ 450	David Walker Contract #7132	Constructed seventy-five multiple choice test items, five performance items with supplemental activities, edited 200 additional test items, and edited the Communication Systems curriculum guide.

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\$	450	Richard Peterson Contract #7133	Constructed seventy-five multiple choice test items, five performance items with supplemental activities, edited 200 additional test items, and edited the Communication Systems curriculum guide.
\$	250	Ola Mae Cimero Contract #7134	Presided over the new teacher's workshop and conducted a session on accountability and planning for new special populations coordinators.
\$	150	Shirley Newson Contract #7136	Conducted one session during the 1997 Workforce Development Summer Conference entitled, "SPC Performance Appraisal Instrument."
\$	200	Elaine Boone Contract #7154	Planned, prepared, and presented sessions for Family and Consumer Sciences curriculum at the 1997 Workforce Development Summer Conference.
\$	250	Cynthia Sovich Contract #7155	Planned, prepared, and presented sessions on Early Childhood Education Professional Standards at the 1997 Workforce Development Summer Conference.
\$	475	Toni Branner Contract #7156	Planned, prepared, and presented sessions for Family and Consumer Sciences curriculum at the 1997 Workforce Development Summer Conference.
\$	300	Ellen Goode Contract #7157	Planned, prepared, and presented sessions on the New Interior Design curriculum at the 1997 Workforce Development Summer Conference.
\$	350	Deneen Freeman Contract #7158	Planned, prepared, and presented sessions on the New Life Management curriculum at the 1997 Workforce Development Summer Conference.
\$	150	Helena H-Frye Contract #7159	Conducted one session during the 1997 Workforce Development Summer Conference entitled, "SPC Performance Appraisal Instrument."
\$	200	Suzanne Messenheimer Contract #7160	Conducted one session during the 1997 Workforce Development Summer Conference entitled, "Community Connections."
\$	150	Vickie Christo Contract #7161	Conducted one session during the 1997 Workforce Development Summer Conference entitled, "Developing the Vocational Component of the IEP."
\$	300	Elwood Robinson Contract #7162	Conducted one session during the 1997 Workforce Development Summer Conference entitled, "Stress Management."
\$	200	Sylvia Stinson Contract #7168	Conducted one session during the 1997 Workforce Development Summer Conference entitled, "Ensuring the Success of ESL Students."
\$	150	Anthony Romano Contract #7169	Participated on a panel in the session entitled, "Building Bridges to Opportunities: School-to-Work Opportunities."

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\$	300	Audrey Langston Contract #7171	Conducted two sessions at the 1997 Workforce Development Summer Conference.
\$	350	Dr. Cecelia Jones Contract #7172	Conducted two concurrent sessions during the 1997 Workforce Development Summer Conference.
\$	300	Pat Smith Contract #7173	Conducted two sessions at the 1997 Workforce Development Summer Conference.
\$	475	Paul Benbow Contract #7174	Provided summer workshop session Caligari Truespace to drafting teachers; provided teachers with an introduction to Truespace software and demonstrated its application to the study of scientific concepts and principles.
\$	600	Suzannah Tucker Contract #7175	Developed, edited, and generated 1998 annual assessments for Marketing Education.
\$	750	Janis P. Meek Contract #7176	Planned, prepared, and presented two 30 minute sessions for Family and Consumer Sciences education at the 1997 Workforce Development Education Summer Conference.
\$	7,500	Dr. Ann Neulicht Contract #7182	Planned, coordinated, and conducted the Career Program.
\$	150	Greg Squires Contract #7185	Planned, prepared, and presented two 30 minute sessions for Family and Consumer Sciences education at the 1997 Workforce Development Education Summer Conference.
\$	2,815	Entrepreneurship Education Enterprise Contract #7204	Provided four presentations on entrepreneurship and 225 packages of instructional materials.
\$	6,500	H.O.P.E. Inc. Contract #7205	Implemented VSO State Officer training for gender equity and workforce development education and student leadership.
\$	1,500	Helena H. Frye Contract #7208	Researched, organized, and developed for printing the revised version of the Challenge Handbook for special populations teachers.
\$	200	Dr. Pamela Davis Contract #7209	Conducted a session that outlines the duties and responsibilities of special populations coordinators for new special populations coordinators attending the teacher workshop.
\$	200	Macy McRae Contract #7210	Presented and explained the components of the ABC accountability plan and the role of the special population coordinators in this plan.

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\$	250	Rudy Kosier Contract #7253	Developed curriculum materials for the study of radio controlled transportation and related student activities for middle and high school technology curriculum.
\$	500	Dr. Canary Hogan Contract #7270	Prepared and delivered a train the trainer session on the real game to LEA Middle School educators.
\$	600	Evadale Hosaflook Contract #7275	Served as a content specialist for the development of the test item bank for the Travel, Tourism, and Recreation Marketing course.
\$	600	Pam Armstrong Contract #7276	Served as a content specialist for the development of the test item bank for the Travel, Tourism, and Recreation Marketing course.
\$	600	Susan Lee Contract #7277	Served as a content specialist for the development of the test item bank for the Travel, Tourism, and Recreation Marketing course.
\$	600	Jennifer Griffin Contract #7278	Served as a content specialist for the development of the test item bank for the Travel, Tourism, and Recreation Marketing course.
\$	600	Cindy Marks Contract #7280	Served as a content specialist for the development of the test item bank for the Travel, Tourism, and Recreation Marketing course.
\$	750	Doug Manning Contract #7282	Prepared and delivered inservice training to LEA representatives who conducted pilot studies on the Career Explorer Internet Program.
\$	600	Tammy Gilmore Contract #7294	Served as a content specialist for the development of the test item bank for the Travel, Tourism, and Recreation Marketing course.
\$	6,678	Data Systems, Inc. Contract #7300	Provided data entry services for large volume of applications.
\$	750	Diane Hogan Contract #7304	Edited and keyed the Travel, Tourism, and Recreation Marketing test item bank
\$	475	Linda Trogdon Contract #7395	Edited and prepared for duplication the transportation systems curriculum framework.
\$	475	Charlene Yount Contract #7396	Developed technical illustrations, models, and graphs related to transportation systems.
\$	1,000	Debora Seehorn Contract #7398	Served as a team member for the development of a curriculum guide and test item bank for Principles of Business.
\$	800	Carol Mann Contract #7400	Served as a team member for the development of a curriculum guide and test item bank for Principles of Business.

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\$	800	Judy Lenkiewicz Contract #7401	Served as a team member for the development of a curriculum guide and test item bank for Principles of Business.
\$	800	David LeGrand Contract #7402	Served as a team member for the development of a curriculum guide and test item bank for Principles of Business.
\$	800	Richard Cole Contract #7403	Served as a team member for the development of a curriculum guide and test item bank for Principles of Business.
\$	800	Ruth W. Phillips Contract #7404	Served as a team member for the development of a curriculum guide and test item bank for Principles of Business.
\$	800	Cindy Brendle Contract #7405	Served as a team member for the development of a curriculum guide and test item bank for Principles of Business.
\$	1,750	Real, Inc. Contract #7421	Created VoCATS test item bank structure for new transportation systems curriculum.
\$	17,950	Sylvia Crudup Contract #7422	Monitored and recorded Civil Rights reviews for three LEAs and developed and coordinated gender equity conference for school administrators and faculty.
\$	2,000	Diane Hogan Contract #7423	Served as team member for the development of a curriculum guide and test item bank for Principles of Business.
\$	3,500	L.C. Case Contract #7424	Served as team leader to monitor and schedule Civil Rights reviews for three LEAs.
\$	3,250	Walter Brown Contract #7425	Served as Civil Rights team member to monitor schools in three LEAs for compliance with Federal legislation.
\$	3,250	Tim Brayboy Contract #7426	Served as Civil Rights team member to monitor schools in three LEAs for compliance with Federal legislation.
\$	1,000	Gilbert Blaylock Contract #7428	Constructed 240 drafting engineering/architectural multiple choice test items.
\$	1,000	Tommy Bas Contract #7429	Constructed 240 drafting engineering/architectural multiple choice test items.
\$	5,500	Kathleen Squibb Contract #7430	Organized, planned, and directed the daily operations of the NC TSA Spring Conference.
\$	4,000	Dr. Aaron Clark Contract #7432	Organized and directed the work of the transportation systems curriculum team.

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\$	5,285	Nancy Willis Contract #7455	Provided complete financial management of the budget for Career Exploration Clubs of North Carolina.
\$	2,500	Dan Bruffey, Inc. Contract #7458	Led high schools that work technical assistance visit in another state.
\$	400	Edna Shackelford Contract #7463	Led an introductory session for new VoCATS coordinators as part of the 1998 VoCATS Instructional Management Conference.
\$	1,500	Bobbie Staten Contract #7467	Delivered Keynote Address at the 1998 VoCATS Instructional Management Conference.
\$	1,250	Women Work! Contract #7468	Provided/implemented a two-day equity workshop to assist LEAs accountability in workforce development programs.
\$	400	William Carpenter Contract #7470	Led a series of workshops at the 1998 VoCATS Instructional Management Conference on hardware and disk management and Windows 95.
\$	2,500	Jeff Nelson Contract #7479	Created performance items to measure fifteen areas of competence in Marketing Education.
\$	450	Henry Moore Contract #7516	Constructed 90 multiple choice test items.
\$	450	Dr. Aaron Clark Contract #7517	Constructed 90 multiple choice test items.
\$	450	Jeff Marcinkowski Contract #7518	Constructed 90 multiple choice test items.
\$	350	Norris Townsend Contract #7524	Created and established an Access database to receive scanned data.
\$	450	Jerry Neuner Contract #7525	Constructed 90 multiple choice test-items .
\$	450	Wayne Miller Contract #7526	Constructed 90 multiple choice test-items .
\$	450	Dan Bruffey, Inc. Contract #7535	Identified the pertinent competencies that should be taught in high school courses entitled Business and Financial Management I and II.
\$	1,000	Richard Shetzer Contract #7537	Researched and developed a course for training T&I teachers in "The Organization and Management of Youth Club Activities."

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\$	6,800	Reliable Education Alliance, Ltd. Contract #7538	Supervised/coordinated teachers in the development of test items; developed blueprints, created test item bank structure, key in test items, and developed a pre-test for construction trade core curriculum, Electrica Trades I and II.
\$	500	Elaine Bumgarner Contract #7539	Served as a team member for the development of a curriculum guide and test item bank for Business Management and Applications.
\$	500	Doris Grubbs Contract #7540	Served as a team member for the development of a curriculum guide and test item bank for Business Management and Applications.
\$	500	Helen M. Jackson Contract #7541	Served as a team member for the development of a curriculum guide and test item bank for Business Management and Applications.
\$	500	Helen Maness Contract #7542	Served as a team member for the development of a curriculum guide and test item bank for Business Management and Applications.
\$	500	Judy McRoy Contract #7543	Served as a team member for the development of a curriculum guide and test item bank for Business Management and Applications.
\$	500	Cynthia Twisdale Contract #7544	Served as a team member for the development of a curriculum guide and test item bank for Business Management and Applications.
\$	3,600	Kevin Johnston Contract #7545	Developed a blueprint and test item bank with at least ten multiple choice items per objective and one performance item per performance objective for the new Network Engineering Technology I course.
\$	3,400	Bill Ellis Contract #7546	Developed a revised test item bank with at least ten multiple choice items per objective and one performance item per performance objective for Computer Engineering Technology course.
\$	2,000	Notlim, Inc. Contract #7547	Organized, insured quality control and prepared all registration reports for the 1998 Workforce Development Summer Conference.
\$	700	Gloria Outlaw Contract #7549	Developed instructional activities designed to assist students in the mastery of the competencies and objectives defined in the Business Education curriculum course Keyboarding-High School.
\$	800	Florence Miller Contract #7550	Developed instructional activities designed to assist students in the mastery of the competencies and objectives defined in the Business Education curriculum course Keyboarding-High School.
\$	800	Peggy Rouse Contract #7551	Developed instructional activities designed to assist students in the mastery of the competencies and objectives defined in the Business Education curriculum course Keyboarding-High School.

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\$	1,000	Jackie Carson Contract #7552	Developed instructional activities designed to assist students in the mastery of the competencies and objectives defined in the Business Education curriculum course Keyboarding-High School.
\$	1,850	Jane McAulay Contract #7559	Developed, edited and generated 1998-99 annual assessments for Family and Consumer Sciences education edit banks as needed.
\$	1,300	Joyce Hayes Contract #7560	Developed approximately 1/4 of the Interior Design Services II test item bank.
\$	800	Judy Williard Contract #7561	Served as team member for the development of a course Blueprint and curriculum guide for Business and Electronic Communications.
\$	800	Delores Barnhill Contract #7562	Served as team member for the development of a course Blueprint and curriculum guide for Business and Electronic Communications.
\$	800	Cathy Best Contract #7563	Served as team member for the development of a course Blueprint and curriculum guide for Business and Electronic Communications.
\$	500	Jane Finch Contract #7564	Served as team member for the development of a course Blueprint and curriculum guide for Business and Electronic Communications.
\$	800	Lou A. Cornwell Contract #7565	Served as team member for the development of a course Blueprint and curriculum guide for Business and Electronic Communications.
\$	800	Mike Williard Contract #7566	Served as team member for the development of a course Blueprint and curriculum guide for Business and Electronic Communications.
\$	800	Vanessa Halling Contract #7567	Served as team member for the development of a course Blueprint and curriculum guide for Business and Electronic Communications.
\$	5,300	Deneen Freeman Contract #7570	Coordinated the development of the Interior Design Services II test item bank and provide data entry for approximately nine blueprints.
\$	9,950	Mary Jo Nason Contract #7571	Edited test item banks for Interior Design Services I and II, Culinary Arts and Hospitality I and II, and Community And Family Services I; edited Family and Consumer Sciences Blueprints; wrote outline for Teen Living and Interior Design and Housing.
\$	2,429	Program Resources Contract #7586	Delivered the 1998 Workforce Development Education Summer Conference opening session Keynote address.
\$	5,100	Kagan Cooperative Learning Contract #7588	Delivered two workshops containing cooperative learning strategies that all workforce development teachers can use in their classrooms.

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\$	2,500	Richard Shetzer Contract #7590	Researched and developed a course for training T&I teachers in: Introduction to Trade and Industrial Education, Method of Teaching Industrial Subjects, Classroom, Laboratory and Shop Safety.
\$	450	Steve L. Miller Contract #7591	Contributed as a team member in the development of technology education curriculum support materials.
\$	450	Wayne L. Miller Contract #7592	Contributed as a team member in the development of technology education curriculum support materials.
\$	450	Bill Phillips Contract #7593	Contributed as a team member in the development of technology education curriculum support materials.
\$	450	Anita J. Wells Contract #7594	Contributed as a team member in the development of technology education curriculum support materials.
\$	450	Judy C. Pope Contract #7595	Contributed as a team member in the development of technology education curriculum support materials.
\$	3,717	Toody Byrd Contract #7602	Delivered the Business Education opening session Keynote address at the 1998 Workforce Development Summer Conference.
\$	1,200	David Carpenter Computer Svcs. Contract #7606	Coordinated team members in the development of technology education curriculum support materials.
\$	200	Lou Coggins Contract #7636	Developed and completed instructional activities designed to assist students in mastery of the competencies and objectives defined in the Business Education curriculum course Keyboarding-Middle Grades.
\$	400	Lisa G. Williams Contract #7637	
\$	200	Cindy Murphy Contract #7638	Developed and completed instructional activities designed to assist students in mastery of the competencies and objectives defined in the Business Education curriculum course Keyboarding-Middle Grades.
\$	2,800	Real, Inc. Contract #7639	Created two test item bank structures.
\$	5,250	Debra O. Parker Contract #7640	Planned and implemented the annual five day statewide workshop.
\$	1,100	Real, Inc. Contract #7647	Developed 99 VoCATS test for Masonry I, II, III; Construction Technology I, II, III; Electra Trades I, II, III; and Cabinetmaking II and III.

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\$	2,500	Dr. Aaron Clark Contract #7686	Developed Scientific and Technical Visualization I and II curriculum materials and computer-based activities.
\$	2,500	Triad Training and Consulting Contract #7810	Provided a four hour team building session at the 1998 Workforce Development Summer Conference.
\$	1,550	Bobbie Staten Contract #7858	Conducted a workshop for marketing education for teachers at the 1998 Workforce Development Summer Institute.
\$	3,765	Susan Shetzer Contract #7867	Developed a test item bank with at least ten multiple-choice items per objective and one performance objective for the new Trade and Industrial Work Development I and II Course.
\$	300	David Matthews Contract #7882	Presented one 2.5 hour workshops on "The New Technology-Based Interior Design Pathway.
\$	350	Joyce Hayes Contract #7885	Co-presented 2 three-hour workshops on "The New Technology-Based Interior Design Pathway.
\$	500	Sharon Lewis Contract #7888	Presented 8 sessions at the 1998 Workforce Development Summer Conference and prepared handout material for participants.
\$	750	Robert Barnette Contract #7889	Presented 8 sessions at the 1998 Workforce Development Summer Conference and prepared handout material for participants.

Number of Personal Service Contracts	124
Total Contract Dollars for Personal Services	\$ 192,089

Grand Total Number of Contracts	126
Grand Total Contract Dollars	\$ 292,089



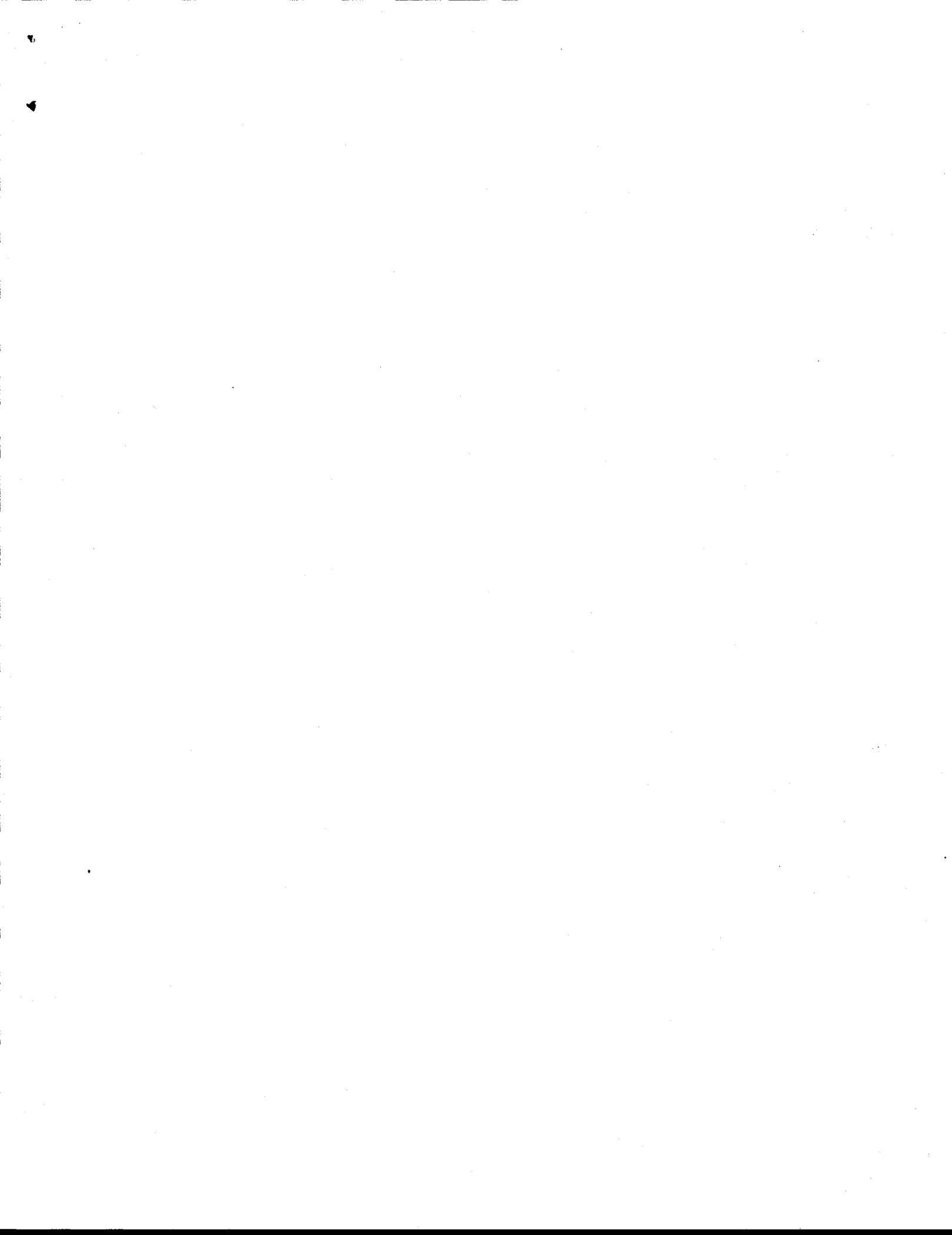
Vocational Education-State Allotment Breakdown of Fiscal Year Budgets and Expenditures

	Fiscal Year 1994-95		Fiscal Year 1995-96		Fiscal Year 1996-97		Fiscal Year 1997-98	
	Budget	Expended	Budget	Expended	Budget	Expended	Budget	Expended
State Administration								
Personnel Cost	\$ 1,656,777	\$ 1,656,777	\$ 1,516,990	\$ 1,516,990	\$ 883,278	\$ 815,415	\$ 926,835	\$ 816,272
Purchased Services	17,300	16,778	679	1,700			2,500	
Office Support	55,487	55,126		1,275		172	7,500	4,141
Equipment	927	925						
Indirect Cost								
Contracts			25,000	25,000			34,000	19,000
Non-Educational Grants								
Educational Grants							456,000	440,000
Total	\$ 1,730,491	\$ 1,729,606	\$ 1,542,669	\$ 1,544,964	\$ 883,278	\$ 815,586	\$ 1,426,835	\$ 1,279,413
State Aid								
Total Allotment	\$ 211,875,635		\$ 170,158,376		\$ 184,466,568		\$ 239,540,879	
Personnel Cost		\$ 197,486,809		\$ 198,193,413		\$ 208,678,292		\$ 217,792,618
Purchased Services		1,399,374		1,479,454		1,695,050		1,843,999
Instructional and Office Support		4,515,068		4,591,415		4,820,936		5,779,666
Equipment		6,992,277		6,723,416		10,834,601		10,631,744
Total	\$ 211,875,635	\$ 210,393,528	\$ 170,158,376	\$ 210,987,699	\$ 184,466,568	\$ 226,028,879	\$ 239,540,879	\$ 236,048,027
State Tech Prep								
Total Allotment	\$ 100,000		\$ 100,000		\$ 100,000		\$ 100,000	
Personnel Cost		\$ 1,271		\$ -		\$ 321		\$ -
Purchased Services		15,950		904		1,837		-
Instructional and Office Support		22,768		50,514		22,999		133
Equipment		58,883		37,689		74,553		98,191
Total	\$ 100,000	\$ 98,872	\$ 100,000	\$ 89,107	\$ 100,000	\$ 99,710	\$ 100,000	\$ 98,324
North Carolina State University Av Program								
	\$ -		\$ 500,000		\$ 500,000		\$ 500,000	
Total Available Funds	\$ 213,706,126		\$ 172,301,045		\$ 185,949,846		\$ 241,567,714	

* Note: Expenditures for Fiscal Year 1997-1998 do not include expenditures for local central office staff.

Descriptions of Expenditure Summaries

- Personnel Cost:** Includes salaries, employee benefits, and compensation to board members.
- Purchased Services:** Includes food service agreements, operational services, and staff travel.
- Office Support:** Includes telephone, postage, printing, advertising, various services/fees, general supplies and other administrative expenses.
- Indirect Cost:** Transfer line-item to the State Board Office. Based on a rate approved by the federal Dept. of Education.
- Equipment:** Includes office and computer equipment.
- Contracts:** Includes academic services and personal services contracts.
- Non-Educational Contracts:** Includes other grants and aids to non-educational agencies.
- Educational Contracts:** Includes other grants and aids to educational agencies.



**HOUSE SELECT COMMITTEE ON FEDERAL EDUCATION FUNDING
PROGRAM REVIEW FORM**

Program Name/Purpose:

Abstinence Until Marriage

PROBLEM: Rates of teen sexual activity in North Carolina are alarmingly high. The Youth Risk Behavior Survey of 1995 indicated that 57.3% of all teens had sexual intercourse and 12.5% had sex prior to age 13. It also indicated that approximately 74% of all births to teenagers occur out of wedlock.

GOALS: The goal is to reduce the rates of sexual activity, out-of-wedlock births, and unintended pregnancies among teens.

OBJECTIVES:

- 1-Raise the awareness of the problems described above by:
 - a-Increase the likelihood that teens will consider the importance of abstaining from sexual activity outside marriage and the harmful consequences of out-of-wedlock births
 - b-Increase the likelihood that parents will talk to their children about abstaining from sexual activity.

- 2-As a result of the exposure to an enhanced abstinence education program in their local schools, these adolescents will abstain from sexual activity outside of marriage.

Program Description:

Program Administration

The North Carolina State Board of Education developed the Healthful Living Education curriculum for abstinence until marriage instruction. It is funded from the Department of Health and Human Services. The Abstinence Until Marriage is a part of a larger program called School Health Education Program.

Spending Criteria

The funds received from this grant must be used to develop abstinence until marriage education programs provide the following:

- 1- Teach the social, psychological, and health gains to be realized by abstaining from sexual activity;
- 2- Teach abstinence from all sexual activity outside of marriage as the expected standard for all school age children;
- 3- Teach that abstinence from sexual activity is the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health problems;
- 4- Teach that a mutually faithful monogamous relationship in the context of marriage is the expected standard of human sexual activity;
- 5- Teach that sexual activity outside of marriage is likely to have harmful psychological and physical effects;
- 6- Teach that children that are born out-of-wedlock are likely to have harmful consequences for the child, the child's parents, and society;
- 7- Teach young children how to reject sexual advances and how alcohol and drug use increase vulnerability to sexual advances; and
- 8- Teach the importance of attaining self-sufficiency before engaging in sexual activity.

Federal Statutory and Regulatory Citations:

SEC. 510.(42 U.S.C. 710)

State Statutory and Regulatory Citations:

Sec.3. Section 81 of Chapter 115C of General Statutes

Total Funding (Operation and State Aid):

	FY 1994-5 (Budgeted)	FY 1995-6 (Budgeted)	FY 1996-7 (Budgeted)	FY 1997-8 (Budgeted)
Federal	N/A	N/A	N/A	\$1,151,876.00

Federal Matching Requirements:

N/A

Federal Maintenance of Effort Requirements:

The Department of Public Education receives the grant money from the Department of Human Resources division of Human Services. It then makes it allotments according to the state allotment policy formula that was approved by the State Board of Education.

The Abstinence Education Grant is awarded annually for five years. It must be spent by September 30th, of each year, in the year the grant was awarded.

Description of Allocation Formulas:

Federal to State: Grant of 1.15 million dollars is given to the State of North Carolina, each year for five years. Each of these yearly grants must be spent by September 30 of the year received. There is no liquidation period for this federal grant.

State to Local: LEAs and eligible charter schools will receive \$333 for each grade 7-12. The remaining funds will be allocated on an LEA or charter school's ADM in grades 7-12 at approximately \$1.72/ADM.

Description of the State Level Application, Award, and Grant Monitoring Process:

Federal monitoring requirements, require all LEAs receiving funds to supply an unduplicated count of students served and total encounters by students. These counts include the categories of males, females, Black, Hispanic, non-Hispanic, White, and others. These reports are required to be sent to the Department of Public Education on a yearly basis.



**House Select Committee on Federal Education Funding
Program Review Form**

Program Name/Purpose

Partners in Character Education

To support partnerships of State Education Agencies and Local Education Agencies to design and implement programs to educate students on ethics and elements of character, such as caring, civic virtue and citizenship, justice and fairness, respect, responsibility, and trustworthiness.

Program Description

Program Administration

The North Carolina Partnership in Character Education is comprised of three county school systems (Charlotte-Mecklenburg, Cumberland, and Wake) working collaboratively with the North Carolina Department of Public Instruction and the North Carolina Center for the Prevention of School Violence. The Partnership is developing, piloting, and disseminating a model character education program.

Federal Statutory and Regulatory Citations

Elementary and Secondary Education Act of 1965 as amended, Title X, Part A, (20 U.S.C. 8001-8007)
Education Department General Administrative Regulations (EDGAR), 34 CFR 700.

State Statutory and Regulatory Citations

None

Federal Matching Requirements

None

Federal Maintenance of Effort Requirements

None

Description of Allocation Formulas

Federal to State:

Character Education grants support partnerships of State Education Agencies and Local Education Agencies to design and implement programs to educate students on ethics and elements of character, such as caring, civic virtue and citizenship, justice and fairness, respect, responsibility, and trustworthiness. Up to 30 percent of a grant may be used by the SEA for administrative costs to establish a clearinghouse, develop materials, and train teachers. The remaining funds must be subgranted to LEAs, which, in turn, may use funds for administrative costs, subgrants to individual schools, and for collaboration with the SEA. LEAs may contract with other entities, including IHEs and private for-profit and nonprofit organizations for assistance in developing curriculum and materials, teacher training, and other related activities.

State to Local:

Each LEA partner identified in the grant application was included because of its capacity to contribute to the project goal. The goal of the partnership is reached through a division of labor among the LEA partners and is focused on three primary strands throughout the grant period: 1) finding common ground and sustaining community and parental involvement (Mecklenburg); 2) improving the climate for learning (Cumberland); and 3) integrating elements of character across the curriculum (Wake).

Description of the State Level Application, Award, and Grant Monitoring Process

State Level Application

North Carolina submitted an application to Washington in March, 1996, for this competitive grant. The application narrative described the quality of the project design; goals, objectives and outcomes of the project; building common ground and sustaining parental and community involvement; improving the climate for character education; integrating elements of character across the curriculum; character education clearinghouse; and the evaluation component of the proposed project. The application was approved for three years.

Award from the U.S. Department of Education

The grant is for \$249,900 annually for three years. Second and third year funding is contingent upon satisfactory progress in year one and availability of funds.

Grant Monitoring Process

The North Carolina Partnership for Character Education utilizes a three-part evaluation process: a process evaluation, an outcome evaluation, and a qualitative narrative analysis as an overall project assessment.

Local Administration Cost

	FY 94-95	FY 95-96	FY 96-97	FY 97-98
Expenditures	N/A	N/A	N/A	N/A

Partners in Character Education
Breakdown of Fiscal Year Budgets and Expenditures

	Fiscal Year 1997-98		Fiscal Year 1996-97	
	Budget	Expended	Budget	Expended
State Administration				
Personnel Cost	\$ 25,878	\$ 20,090	\$ 19,930	\$ 12,690
Purchased Services	7,347	4,152	3,871	1,193
Office Support	19,032	15,096	12,751	4,247
Equipment	473	252	7,224	6,969
Indirect Cost	11,603	7,277	11,224	3,171
Contracts	9,985	9,772	20,000	9,985
Non-Educational Grants	-	-	-	-
Educational Grants	212,328	212,328	174,900	174,900
Total	\$ 286,646	\$ 268,967	\$ 249,900	\$ 213,154
<i>Carryover into Next Year</i>		\$ 17,678		\$ 36,746
Allotments to LEAs	\$ -	\$ -	\$ -	\$ -
Unallotted	-	-	-	-
Total	\$ -	\$ -	\$ -	\$ -
<i>Carryover into Next Year</i>		\$ -		\$ -
Transfers to State Agencies:				
Community Colleges	\$ -	\$ -	\$ -	\$ -
Other	-	-	-	-
Total	\$ -	\$ -	\$ -	\$ -
<i>Carryover into Next Year</i>		\$ -		\$ -
Total Available Funds	\$ 286,646		\$ 249,900	

Descriptions of Expenditure Summaries

- Personnel Cost:** Includes salaries, employee benefits, and compensation to board members.
- Purchased Services:** Includes food service agreements, operational services, and staff travel.
- Office Support:** Includes telephone, postage, printing, advertising, various services/fees, general supplies and other administrative expenses.
- Indirect Cost:** Transfer line-item to the State Board Office. Based on a rate approved by the federal Department of Education.
- Equipment:** Includes office and computer equipment.
- Contracts:** Includes academic services and personal services contracts.
- Non-Educational Contracts:** Includes other grants and aids to non-educational agencies.
- Educational Contracts:** Includes other grants and aids to educational agencies.
- Allotments to LEAs:** Funds appropriated by the State Board of Education to LEAs based on LEA submitted applications.
- Unallotted:** Funds available to the State Board of Education to appropriate to LEAs.

CONTRACTS
FISCAL YEAR
1997-98

Partners in Character Education
CFDA: 84215V

FY 1997-98

Academic Services

Contract Amount	Vendor	Description of Services Rendered
-----------------	--------	----------------------------------

\$ -

No Academic Services contracts initiated 1997-98

Number of Academic Services Contracts	-
Total Contract Dollars for Academic Services	\$ -

Personal Services

Contract Amount	Vendor	Description of Services Rendered
-----------------	--------	----------------------------------

\$ -

No Personal Services contracts initiated 1997-98

Number of Personal Service Contracts	-
Total Contract Dollars for Personal Services	\$ -

Grand Total Number of Contracts	-
Grand Total Contract Dollars	\$ -

CONTRACTS

FISCAL YEAR
1996-97

Partners in Character Education
CFDA: 84.215V

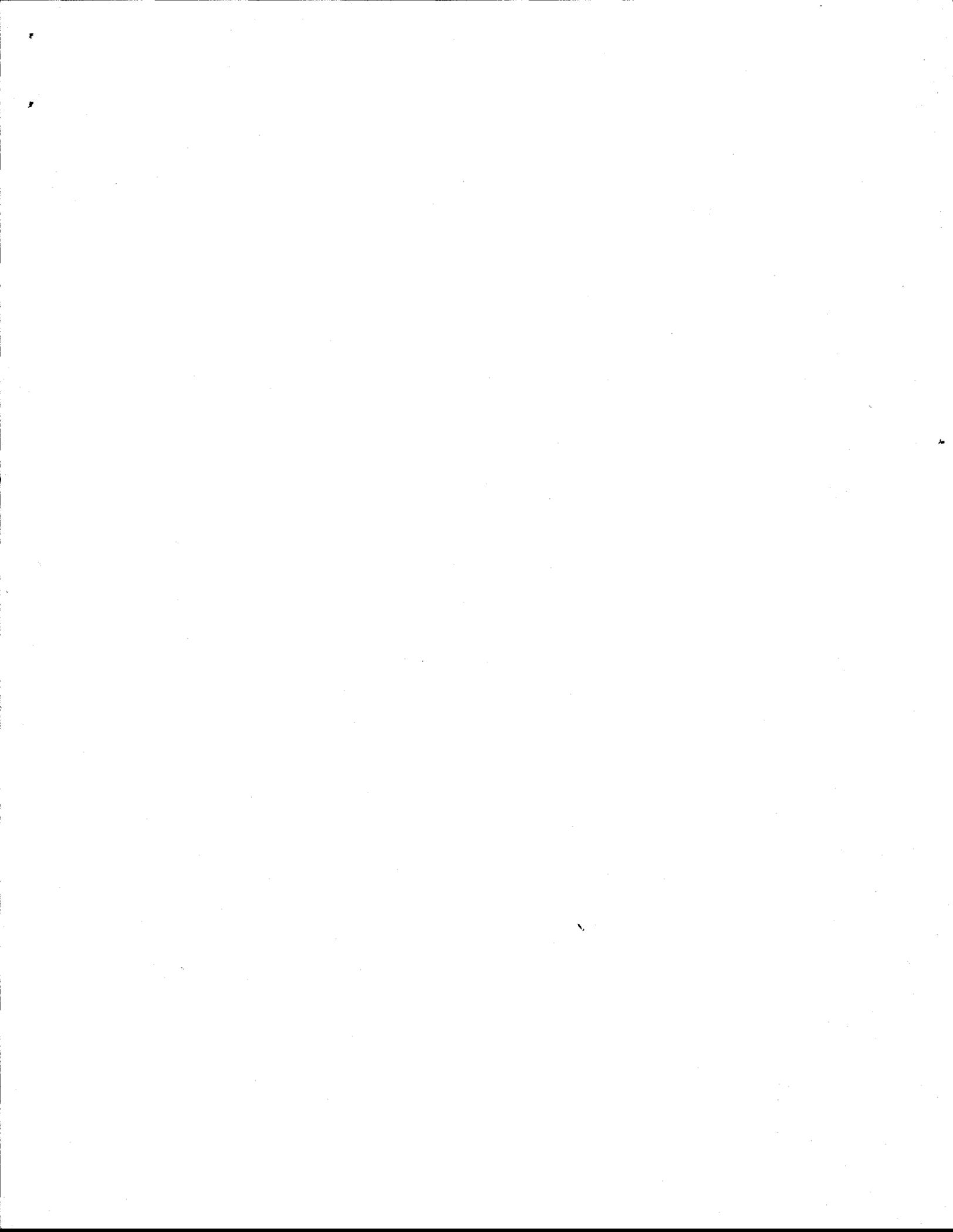
FY 1996-97

Academic Services	
Contract Amount	Vendor
\$ 19,997	UNC-Greensboro Contract #6655
Developed and implemented instrument for evaluation of project. Contract period: 11/22/96 through 8/31/97	
Description of Services Rendered	

Number of Academic Services Contracts	
1	
Total Contract Dollars for Academic Services	
\$ 19,997	

Personal Services	
Contract Amount	Vendor
Description of Services Rendered	
No Personal Services contracts initiated 1996-97	
-	
-	
Total Contract Dollars for Personal Services	
\$ -	

Number of Personal Service Contracts	
-	
Total Contract Dollars for Personal Services	
\$ -	
Grand Total Number of Contracts	
1	
Grand Total Contract Dollars	
\$ 19,997	



**NORTH CAROLINA PARTNERSHIP IN CHARACTER EDUCATION
PROPOSED BUDGET**

TRAVEL

TRAVEL FOR PROJECT COORDINATOR, STEERING COMMITTEE MEETINGS AND LEA, STEERING COMMITTEE MEMBERS

Department of Public Instruction	\$2,316.
Charlotte/Mecklenburg	\$2,046.
Cumberland	\$2,046.
Wake	\$2,046.
Subtotal	\$8,454.

SUPPLIES AND MATERIALS

Department of Public Instruction	\$19,484.
Charlotte/Mecklenburg	\$9,660.
Cumberland	\$16,000.
Wake	\$13,756.
Subtotal	\$58,900.

CONTRACTED SERVICES

PROJECT COORDINATOR, EVALUATOR, CONSULTANTS, MANUAL DEVELOPERS, CURRICULUM DEVELOPERS

Department of Public Instruction	\$40,000.
Charlotte/Mecklenburg	\$34,994.
Cumberland	\$28,654.
Wake	\$23,898.
Subtotal	\$127,546.

OTHER

TEACHER RELEASE TIME FOR STAFF AND DEVELOPMENT ACTIVITIES

Charlotte/Mecklenburg	\$11,600.
Cumberland	\$11,600.
Wake	\$18,600.
Subtotal	\$41,800.

Total Direct **\$236,700.**

INDIRECT COSTS (17.6%)

NORMAL RATE FOR DPI (EFFECTIVE JULY 1, 1996) \$13,200.

GRAND TOTAL **\$249,900.**

King

NORTH CAROLINA PARTNERSHIP IN CHARACTER EDUCATION
BUDGET DISTRIBUTION

DEPARTMENT OF PUBLIC INSTRUCTION

TRAVEL

• Project coordinator (16 trips x 200 mile x 28	\$896.	
• (Lodging and meals 20 x \$71.00)	\$1,420.	
	Subtotal	\$2,316.

**SUPPLIES AND MATERIALS
CLEARINGHOUSE**

Equipment		
	FAX machine	\$803.
	Computer	\$4,523.
	Printer	\$1,500.
	TV/VCR	\$399.
Supplies and materials		
	Diskettes	\$418.
	General Supplies	\$250.
	Envelopes and postage	\$1,500.
	Printing	\$5,900.
Other		
	Staff development video tapes	\$1,000.
	Curriculum video tapes	\$1,467.
	Journals and professional organizations	\$1,224.
	1-800 calls	\$500.
	Subtotal	\$19,484.

CONTRACTED SERVICES

Project coordinator (100 days @\$200,000) \$20,000.

**(It is estimated that 30 days of the 100 will be devoted to administrative duties. The cost for these days will be \$6,000.00. This is 8% of the amount retained by the Department of public Instruction. The remaining days will be devoted to running the Clearinghouse and working directly with Partner sites.)*

Project evaluator \$20,000.

Subtotal \$40,000.

INDIRECT COSTS

17.6 % OF AMOUNT RETAINED IN DPI \$13,200.

TOTAL DPI \$75,000.

CHARLOTTE/MECKLENBURG

TRAVEL

- Steering committee representative \$448.
(8 trips x 200 mile x.28) \$568.
- (Lodging and meals 8 x \$71.00)
- Out of state conference \$1,030.
for Steering committee Member
(Registration @ \$250.00; Lodging and meals for four
days @ \$83.00 and airfare @ \$448.00)

Subtotal \$2,046.

SUPPLIES AND MATERIALS

- Materials for developing community consensus \$1,000.
(Flip charts, stands, newsprint, markers,
folders, legal pads, and other supplies)
- Envelopes and postage \$1,500.
- Survey forms and score sheets \$2,500.
- Printing and binding \$4,060.
- Tape recorders and tapes \$600.

Subtotal \$9,660.

CONTRACTED SERVICES

- Facility rental for community sessions \$1,000.
- Facilitators for focus group sessions \$2,000.
- Facilitators for focus group sessions \$5,000.
- *Research analysis* \$3,000.
- Facilitators for large community group sessions \$20,000.
- Part-time community involvement coordinator consultant \$3,000.
- Media consultant \$994.
- Transportation

Subtotal \$34,994.

OTHER

- Substitutes for teacher release time \$11,600.00
(100 x 2 days each @ \$58.)

Subtotal \$11,600.

TOTAL CHARLOTTE/MECKLENBURG

\$58,300.

Final

CUMBERLAND

TRAVEL

- Steering committee representative
(8 trips x 200 mile x .28) \$448.
(Lodging and meals 8 x \$71.00) \$568.
- Out of state conference
for Steering committee Member \$1,030.
(Registration @ \$250.00: Lodging and meals for four
days @ \$83.00 and airfare @ \$448.00)

Subtotal \$2,046.

SUPPLIES AND MATERIALS

Materials for staff development

- Resource/research materials @ \$100. per school
and steering committee member \$7,300.
- Notebooks, paper, computer disks
for 72 schools and steering committee
member @ \$35. \$2,700.

Printing and Binding

- Staff development materials for 73 schools
and steering committee member @ \$20 \$1,460.
- Estimated cost for parent brochures \$1,740.
- Reproducing manuals for 72 schools
Clearinghouse and Steering committee \$2,800.

Subtotal \$16,000.

CONTRACTED SERVICES

- Consultant fees (5 days @ \$1,500. per day) \$7,500.
- Facilities and associated costs \$3,000.
- Staff contracted services (40 @\$100 per day x four days) \$16,000.
- Internet services and professional memberships \$2,154.

Subtotal \$28,654.

OTHER

- Teacher release time
(five days each for 40 core teachers
200 x \$58.00 days)

\$11,600.00

Subtotal \$11,600.

TOTAL CUMBERLAND

\$58,300.

Find

Cumberland County Budget Clarification

Contracted Services

Included in the \$28,654.00 for contracted services are consultant fees (7,500.), facilities, and associated costs (\$3,000.), staff contracted services (\$16,000.), and internet and professional memberships (\$2,154.).

Consultant fees are based on \$1,500.00 per day for five days. Travel expenses are estimated at an average of \$300.00 round trip airfare for a total of \$900.00. The daily per diem is \$28.00 per day for meals and \$55.00 per for hotel for a total of 415.00. Room rental fees associated with the staff development facility are based on \$50.00 per day for five days are \$250.00. The remaining \$1,435.00 is to cover breaks, equipment, and other miscellaneous facility fees.

Revised June 14, 1996 10:32 AM

Final

WAKE

TRAVEL

- Steering committee representative
(8 trips x 200 mile x .28) \$448.
(Lodging and meals 8 x \$71.00) \$568.
- Out of state conference
for Steering committee Member \$1,030.
(Registration @ \$250.00: Lodging and meals for four
days @ \$83.00 and airfare @ \$448.00)

Subtotal \$2,046.

SUPPLIES AND MATERIALS

- Materials for trainer of trainer
sessions @ \$41.54 per school x
100 Schools \$4,154.
- Folders, Transparencies, Computer
disks @ \$10. x 100 Schools \$1,000
- Printing and binding
Matrices \$2,000.
Bibliographies \$6,602.

Subtotal \$13,756.

CONTRACTED SERVICES

- Consultants 2 consultant @ \$1,500.
x 3 days \$9,000.
- Air Fare 3 trips @ \$300 \$900
- Meal and hotel 6 days @ \$83. \$498.

- Teacher development of matrices and
bibliographies 900 hours @ \$15.00 \$13,500.

Subtotal \$23,898.

OTHER

- Teacher release time for core group
(3 days @ \$62.00 x 100) \$18,600.

Subtotal \$18,600.

TOTAL WAKE

\$58,300.



NORTH CAROLINA PARTNERSHIP IN CHARACTER EDUCATION
YEAR 2 BUDGET

TRAVEL

TRAVEL FOR PROJECT COORDINATOR, STEERING COMMITTEE MEETINGS AND LEA,
STEERING COMMITTEE MEMBERS

Department of Public Instruction	\$1,162.
Charlotte/Mecklenburg	\$2,046.
Cumberland	\$3,518.
Wake	\$2,046.
Subtotal	<u>\$8,772.</u>

SUPPLIES AND MATERIALS

Department of Public Instruction	\$9,484.
Charlotte/Mecklenburg	\$9,660.
Cumberland	\$16,000.
Wake	\$13,756.
Subtotal	<u>\$48,900.</u>

CONTRACTED SERVICES

PROJECT COORDINATOR, EVALUATOR, CONSULTANTS,
MANUAL DEVELOPERS,
CURRICULUM DEVELOPERS

Department of Public Instruction	\$20,000.
Charlotte/Mecklenburg	\$43,116.
Cumberland	\$37,879.
Wake	\$36,374.
Subtotal	<u>\$137,369.</u>

OTHER

TEACHER RELEASE TIME FOR STAFF
AND DEVELOPMENT ACTIVITIES

Charlotte/Mecklenburg	\$15,954.
Cumberland	\$13,379.
Wake	\$18,600.
Subtotal	<u>\$47,933.</u>

Total Direct **\$242,974.**

INDIRECT COSTS (22.6%)

NORMAL RATE FOR DPI (EFFECTIVE JULY 1, 1997) **\$6,926.**

GRAND TOTAL **\$249,900.**

**NORTH CAROLINA PARTNERSHIP IN CHARACTER EDUCATION
BUDGET DISTRIBUTION**

DEPARTMENT OF PUBLIC INSTRUCTION**TRAVEL**

- Project coordinator (16 trips x 200 mile x .28) \$498.
- (Lodging and meals 20 x \$71.00) \$662.

Subtotal \$1,162.

**SUPPLIES AND MATERIALS
CLEARINGHOUSE**

Supplies and materials

Diskettes	\$418.
General Supplies	\$250.
Envelopes and postage	\$1,500.
Printing	\$3,125.

Other

Staff development video tapes	\$1,000.
Curriculum video tapes	\$1,467.
Journals and professional organizations	\$1,224.
1-800 calls	\$500.

Subtotal \$9,484.

CONTRACTED SERVICES

Project coordinator (100 days @\$200,000) \$20,000.

**(It is estimated that 30 days of the 100 will be devoted to administrative duties. The cost for these days will be \$6,000.00. This is 8% of the amount retained by the Department of public Instruction. The remaining days will be devoted to running the Clearinghouse and working directly with Partner sites.)*

Subtotal \$20,000.

GRAND TOTAL

\$30,646.

INDIRECT COSTS

22.6 % OF AMOUNT RETAINED by DPI

\$6,926.

TOTAL DPI

\$37,572.

TRAVEL

• Steering committee representative (8 trips x 200 mile x.28)	\$448.
(Lodging and meals 8 x \$71.00)	\$568.
• Out of state conference for Steering committee Member (Registration @ \$250.00: Lodging and meals for four days @ \$83.00 and airfare @ \$448.00)	\$1,030.
Subtotal	<u>\$2,046.</u>

SUPPLIES AND MATERIALS

• Materials for developing community consensus (Flip charts, stands, newsprint, markers, folders, legal pads, and other supplies)	\$1,000.
• Envelopes and postage	\$1,500.
• Printing and binding	\$7,160.
Subtotal	<u>\$9,660.</u>

CONTRACTED SERVICES

• Ouside evaluator	\$10,000.
• Teleconfernce	\$1,500
• Miscellaneous	\$976.
• Facility rental for community sessions	\$1,000.
• Consultants for community and school-based sessions	\$29,640.
Subtotal	<u>\$43,116.</u>

OTHER

• Substitutes for teacher release time (130 x 2 days each @ \$61.30)	\$15,954.
Subtotal	<u>\$15,954.</u>

TOTAL CHARLOTTE/MECKLENBURG **\$70,776.**

CUMBERLAND**TRAVEL**

• Steering committee representative (8 trips x 200 mile x.28)	\$448.
• Out of state conference for Steering committee Member (Registration @ \$250.00: Lodging and meals for four days @ \$83.00 and airfare @ \$448.00)	\$1,030.
• State conference for steering committeemember and representative rom each case study school (9) (Registration for 10 @ \$100, lodging and meals for 1 day @ \$83 for \$10. Mileage for 70 miles @ .30	\$2040.
Subtotal	<u>\$3,518.</u>

SUPPLIES AND MATERIALS

Materials for program planning @ 35. per school and stering committee (74&	\$2,600.
• Resource/research materials @ \$100. per school and steering committee member	\$7,400.
• Printing and Binding costs for brochures, booklets, etc.	\$6,000.
Subtotal	<u>\$16,000.</u>

CONTRACTED SERVICES

• Outside evaluator	\$10,000.
• Teleconfernce	\$1,500
• Staff Development facilities and associated costs	\$2,600
• Internet services and professional memberships	\$2,154.
• Staff contracted services 365 @\$50 per day for one day)	\$21,625.
Subtotal	<u>\$37,879.</u>

OTHER

• Teacher release time (one-half day each for 225 x \$55.) plus social security benefits core teachers	\$13,379.
Subtotal	<u>\$13,379.</u>

TOTAL CUMBERLAND**\$70,776.**

TRAVEL

• Steering committee representative (8 trips x 200 mile x.28)	\$448.
(Lodging and meals 8 x \$71.00)	\$568.
• Out of state conference for Steering committee Member (Registration @ \$250.00: Lodging and meals for four days @ \$83.00 and airfare @ \$448.00)	\$1,030.
Subtotal	<u>\$2,046.</u>

SUPPLIES AND MATERIALS

• Materials for trainer of trainer sessions @ \$41.54 per school x 100 Schools	\$4,154.
• Folders, Transparencies, Computer disks @ \$10. x 100 Schools	\$1,000
• Printing and binding Matrices	\$2,000.
Bibliographies	\$6,602.
Subtotal	<u>\$13,756.</u>

CONTRACTED SERVICES

• <i>Outside evaluator</i>	\$10,000.
• <i>Teleconfernce</i>	\$1,500
• <i>Miscellaneous</i>	\$976.
• Consultants 2 consultant @ \$1,500. x 3 days	\$9,000.
• Air Fare 3 trips @ \$300	\$900.
• Meal and hotel 6 days @ \$83.	\$498.
• Teacher development of matrices and bibliographies 900 hours @\$15.00	\$13,500.
Subtotal	<u>\$36,374.</u>

OTHER

• Teacher release time for core group (3 days @ \$62.00 x 100)	\$18,600.
Subtotal	<u>\$18,600.</u>

TOTAL WAKE

\$70,776.



House Select Committee on Federal Education Funding Program Review Form

Program Name/Purpose

Public Charter Schools

The purpose of this program is to increase understanding across the state of the Charter Schools Model by providing financial assistance for the design and initial implementation of charter schools; and evaluating the effects of such schools, including the impact on students, student achievement, staff, and parents.

Program Description

Program Administration

Agency receives start-up funds from the U.S. Department of Education to the State Board of Education (SBE). Funding is initiated from an application submitted by the SBE through the Office of Charter Schools which administers the program for the N.C. Department of Education. The application identifies how North Carolina will use the funds based on the U.S. Department of Education criteria in support of North Carolina's Charter Schools initiatives.

The state receives the funds effective October 1st of each year. The funds can be used for 27 months; however, the federal funding is scheduled to end with the October 1, 1998 grant.

LEAs or other eligible applicants receive funding from the SBE which is equally distributed among new applications receiving final approval. If an eligible SEA elects not to participate or if its funding is not approved, the U.S. Department of Education can make grants directly to eligible local partnerships.

Federal Statutory and Regulatory Citations

Improving America's Schools Act of 1994, Title X, Part C, 20 U.S.C. 8061-8067

State Statutory and Regulatory Citations

The Charter School Act of 1996, House Bill 955 as amended.

Total Funding Expended/Budgeted

	FY 1994-95 Expended	FY 1995-96 Expended	FY 1996-97 Expended	FY 1997-98 Available to Budget
Federal	\$ 0	\$ 0	\$991,237	\$2,518,024
State	\$ 0	\$ 0	\$ 0	\$ 0
Local	\$ 0	\$ 0	\$ 0	\$ 0

Federal Matching Requirements

N/A

Federal Maintenance of Effort Requirements

N/A

Description of Allocation Formulas**Federal to State:**

Each State educational agency desiring a grant from the Secretary shall submit an application to the Secretary of the U.S. Department of Education.

Each State educational agency receiving a grant pursuant to this act may reserve not more than five percent of such grant funds for administrative expenses associated with the charter school grant program.

State to Local:

Ninety five percent of the allocation received from the U.S. Department of Education is designated for subgrants to one or more eligible applicants in the state.

Description of the State Level Application, Award, and Grant Monitoring Process**State Level Application**

It has been concluded that the enhancement of parent and student choices among public schools can assist in promoting comprehensive educational reform. Charter schools can provide students with diversity in choices and the opportunity to pursue those choices for achieving high standards and performance.

The State Board of Education (SBE) application shall describe the objectives of the charter school grant program and a description of how such objectives will be fulfilled, including steps taken by the SBE to inform teachers, parents, and communities of the SBE charter school grant program; and contain assurances that the SBE will require eligible applicants to submit an application describing the educational and financial program.

Local education agencies (LEAs) applications shall contain a statement of impact from the LEA where the proposed Charter School will be located, a copy of the approved application as a private nonprofit corporation including the articles of incorporation, by-laws, etc., a contract negotiated with the LEA, credential of the members of the board of directors, and any other supporting documentation.

Award

The Secretary shall award grants to the State Board of Education on the basis of the quality of the applications submitted after taking into consideration such factors as the contribution that the charter schools grant program will make to assist educationally disadvantaged and other students to achieve high standards and performance; the State Board of Education improvement plan; the degree of flexibility afforded by the State Board of Education to charter schools under the State's charter schools law; the ambitiousness of the objectives for the State charter school grant program; the quality of the strategy for assessing achievement of those objectives; and the likelihood that the charter school grant program will meet those objectives and improve educational results for students.

Grants awarded to the State Board of Education shall be awarded for a period of not more than three years. The SBE may not use more than five percent for administrative purposes associated with this grant.

Grants awarded by the Secretary of the U.S. Department of Education to eligible applicants or subgrants awarded by the State Board of Education to eligible applicants shall be awarded for a period of not more than three years, of which the eligible applicant may use not more than eighteen months for planning and program design; and not more than two years for the initial implementation of a charter school. Eligible applicants may use the funds only for postaward planning and design of the education program of the charter school. It may include such activities as refinement of the desired education results and of the methods for measuring progress toward achieving those results and for initial implementation of the charter school, which may include informing the community about the charter school, acquiring the necessary equipment, materials, and supplies, and other operational costs that cannot be met from state and local sources.

Grantees must submit performance reports as required.

Grant Monitoring Process

Local boards of education are authorized and encouraged to provide administrative and evaluative support to charter schools located within their local school administrative units. The school is subject to the financial audits adopted by the SBE for charter schools. The school shall report annually to the chartering entity and the SBE the information required by either.

The N.C. Department of Public Instruction has appointed a fifteen member Charter School Advisory Committee to oversee (1) application review and recommendations; (2) monitoring of operations; and (3) recommendations for revocations.

State Administration/State Leadership Costs

	FY 1994-95 Expended	FY 1995-96 Expended	FY 1996-97 Expended	FY 1997-98 Budgeted
Expenditures	\$ 0	\$ 0	\$41,992	\$151,507

Local Administration Costs

	FY 1994-95 Expended	FY 1995-96 Expended	FY 1996-97 Expended	FY 1997-98 Budgeted
Expenditures	\$ 0	\$ 0	\$ 0	\$ 0

Public Charter Schools
Analysis of Fiscal Year State-Supported Budgets and Expenditures

	FY 1996-97		FY 1997-98	
	Budget	Expended	Budget	Expended
State Administration and State Leadership:				
Personnel Cost	\$ 81,896	\$ 81,604	\$ 157,989	\$ 192,252
Purchased Services	12,170	9,772	3,291	3,181
Office Support	18,872	18,467	12,024	9,106
Equipment	950	950	9,685	4,750
Indirect Cost	-	-	-	-
Total	\$ 113,888	\$ 110,793	\$ 182,989	\$ 209,289
Allotments to Charter Schools				
Unallotted	n/a	n/a	16,559,947	n/a
Total			\$ 16,559,947	
Total Available Funds	\$ 113,888		\$ 16,742,936	

- Personnel Cost:** Includes salaries, employee benefits, and compensation to board members.
- Purchased Services:** Includes food service agreements, operational services, and staff travel.
- Office Support:** Includes telephone, postage, printing, advertising, various services/fees, general supplies, and other administrative expenses.
- Indirect Cost:** Transfer line-item to the State Budget Office. Based on a rate approved by the federal Depart. of Education.
- Equipment:** Includes office and computer equipment.
- Allotments to Charter Schools:** Funds appropriated by the State Board of Education to Charter Schools based on the submitted applications.
- Unallotted:** Funds available to the State Board of Education to appropriate to Charter Schools.

Public Charter Schools
Analysis of Fiscal Year Federal-Supported Budgets and Expenditures

	FY 1996-97		FY 1997-98	
	Budget	Expended	Budget	Expended
State Administration and State Leadership:				
Personnel Cost	\$ 35,346	\$ 20,732	\$ 39,348	\$ 39,328
Purchased Services	32,481	3,761	41,821	12,510
Office Support	17,592	4,534	38,058	16,175
Equipment	18,600	7,856	20,647	5,169
Indirect Cost	14,966	5,109	11,633	12,575
Total	\$ 118,985	\$ 41,992	\$ 151,507	\$ 85,757
<i>Carryover into Next Year</i>		\$ 76,993		\$ 65,750
Allotments to Charter Schools	949,245	n/a	2,361,180	n/a
Unallotted	950,755		5,337	
Total	1,900,000		2,366,517	
<i>Carryover into Next Year</i>		\$ 950,755		\$ 5,337
Total Available Funds	\$ 2,018,985		\$ 2,518,024	

Personnel Cost: Includes salaries, employee benefits, and compensation to board members.

Purchased Services: Includes food service agreements, operational services, and staff travel.

Office Support: Includes telephone, postage, printing, advertising, various services/fees, general supplies, and other administrative expenses.

Indirect Cost: Transfer line-item to the State Budget Office. Based on a rate approved by the federal Dept. of Education.

Equipment: Includes office and computer equipment.

Carryover into Next Year: Unexpended administration/leadership funds available for expenditure in the next State fiscal year.

Allotments to Charter Schools: Funds appropriated by the State Board of Education to Charter Schools based on the submitted applications.

Unallotted: Funds available to the State Board of Education to appropriate to Charter Schools.

**HOUSE SELECT COMMITTEE ON
FEDERAL EDUCATION FUNDING
PROGRAM REVIEW**

STATE AID TO PUBLIC CHARTER SCHOOLS

**PUBLIC SCHOOLS OF NORTH CAROLINA
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
FINANCIAL AND PERSONNEL SERVICES
SCHOOL BUSINESS DIVISION**

North Carolina Department of Public Instruction
 State Aid to Charter Schools
 Fiscal Year 1997-98

<u>Charter School</u>	<u>Unit Number</u>	<u>State Allotment</u>
Lakeside School	01A	\$ 134,588
Grandfather Academy	06A	182,055
Francine Delany New School	11K	361,013
Nguzo Saba Charter School	14A	222,428
Englemann School Arts/Science	18K	665,656
Chatham Charter School	19A	427,020
The Learning Center	20A	303,411
Durham Community Charter School	32A	271,396
Healthy Start Academy Charter	32B	640,765
Lift Academy	34A	563,289
Quality Education Academy	34B	229,803
The Downtown Middle School	34C	1,267,645
Carter G Woodson School	34D	668,110
Highland Kindergarten	36A	177,669
Summitt Charter School	50A	474,821
Children's Village Academy	54A	405,226
Community Charter School	60A	261,371

<u>Charter School</u>	<u>Unit Number</u>	<u>State Allotment</u>
Mast School	63A	\$ 323,641
Rocky Mount Advantage School	64A	1,791,725
Orange County Charter School	68A	551,974
Village Charter School	68K	412,521
School in the Community	68L	352,028
Arapaho Charter School	69A	1,104,376
Right Step Academy	74A	482,384
CIS Academy	78A	402,166
Bridges Charter	86K	394,071
Bonner Academy	92A	201,344
Exploris	92B	181,412
John H Baker Jr High School	92C	76,203
Magellan Charter School	92D	986,459
Sterling Montessori Academy	92E	394,702
Bright Horizons Charter Academy	96A	350,302
United Children's Ability Nook	97A	261,945
Sallie B Howard School	98A	1,036,428

Subtotal State Aid to Charter Schools	\$ 7,256,266	\$ 9,303,681
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Grand Total State Aid to Charter Schools	\$ 16,559,947
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All funds allocated to Charter Schools were expended.

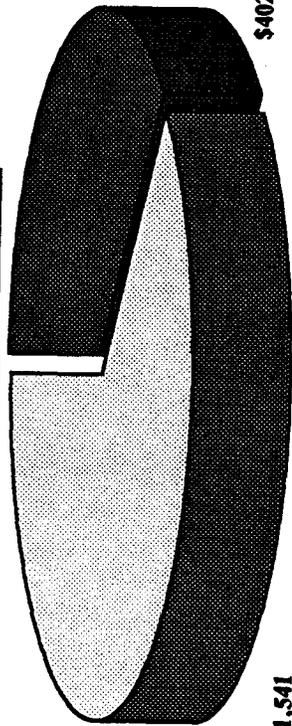
**HOUSE SELECT COMMITTEE ON
FEDERAL EDUCATION FUNDING
PROGRAM REVIEW**

FEDERAL AID TO PUBLIC CHARTER SCHOOLS

**PUBLIC SCHOOLS OF NORTH CAROLINA
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
FINANCIAL AND PERSONNEL SERVICES
SCHOOL BUSINESS DIVISION**

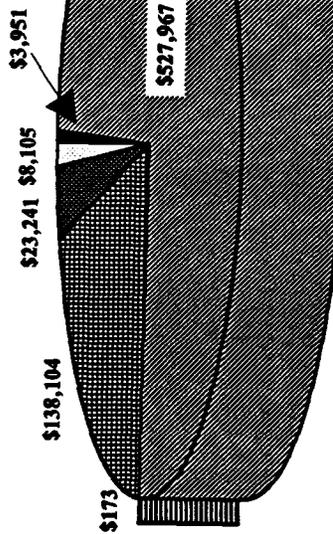
Federal Aid to Charter Schools

- FY 98 Expenditures
- FY 98 Budget



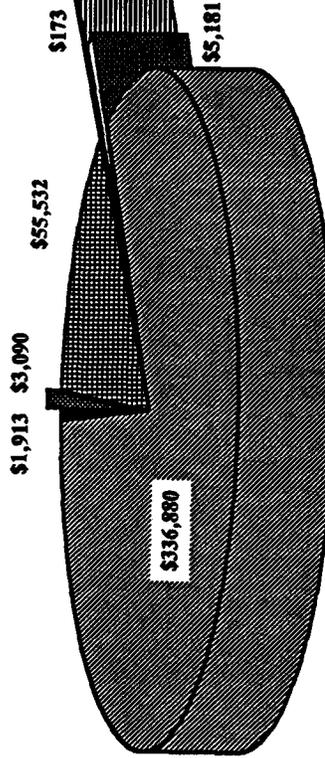
Budgets by Grant Fiscal Year 1997-98

- Safe and Drug-Free Schools
- Dwight D. Eisenhower
- Abstinence Education
- Title I - LEA Basic
- VI-B Handicapped
- Title VI



Expenditures by Grant Fiscal Year 1997-98

- Abstinence Education
- Dwight D. Eisenhower
- Title I - LEA Basic
- VI-B Handicapped
- Title VI
- Safe and Drug-Free Schools



Charter Schools
 Federal Aid to Charter Schools
 Fiscal Year 1997-98

Charter Schools	Y-T-D Budget	Y-T-D Expenditures	Charter School	Y-T-D Budget	Y-T-D Expenditures
Lakeside School	\$ 48,448	\$ 45,602	Community Charter School	\$ 11,792	\$ 9,555
Grandfather Academy	18,286	3,475	Mast School	2,766	-
Francine Delany New School	14,666	14,650	Rocky Mount Advantage School	74,962	-
Nguzo Saba Charter School	13,706	-	Orange County Charter School	731	-
Englemann School Arts/Science	19,205	12,350	Village Charter School	10,725	-
Chatham Charter School	700	-	School in the Community	2,157	-
The Learning Center	14,281	10,068	Arapaho Charter School	37,044	23,446
Durham Community Charter School	16,629	7,648	Right Step Academy	55,395	46,391
Healthy Start Academy Charter	38,194	16,771	CIS Academy	42,216	30,571
Lift Academy	12,458	1,160	Bridges Charter	11,204	6,406
Quality Education Academy	1,240	490	Bonner Academy	2,084	2,084
The Downtown Middle School	23,306	20,893	John H Baker Jr High School	1,041	-
Carter G Woodson School	48,225	29,774	Magellan Charter School	14,973	-
Highland Kindergarten	18,411	18,411	Sterling Montessori Academy	488	-
Summitt Charter School	700	-	Bright Horizons Charter Academy	13,068	-
Children's Village Academy	41,574	38,361	Sallie B Howard School	90,866	64,663

Total Budget				\$ 701,541	
Total Expenditures					\$ 402,769

North Carolina Department of Public Instruction
 Federal Aid to Charter Schools
 Fiscal Year 1997-98

<u>Charter School</u>	<u>Unit Number</u>	<u>Federal Grant Allotment</u>	<u>Y-T-D Budget</u>	<u>Y-T-D Expenditures</u>
Lakeside School	01A	Title I - LEA Basic (PRC 50) Abstinence Education (PRC 57) Total Budget/Expenditures	\$ 46,379 2,069 \$ 48,448	\$ 45,602 - \$ 45,602
Grandfather Academy	06A	Title I - LEA Basic (PRC 50) Abstinence Education (PRC 57) Total Budget/Expenditures	\$ 16,557 1,729 \$ 18,286	\$ 3,475 - \$ 3,475
Francine Delany New School	11K	Title I - LEA Basic (PRC 50) Title VI (PRC 59) Total Budget/Expenditures	\$ 14,099 567 \$ 14,666	\$ 14,099 551 \$ 14,650
Nguzo Saba Charter School	14A	Title I - LEA Basic (PRC 50) Abstinence Education (PRC 57) Total Budget/Expenditures	\$ 13,029 677 \$ 13,706	\$ - - \$ -
Englemann School Arts/Science	18K	Title I - LEA Basic (PRC 50) Abstinence Education (PRC 57) Title VI-B Handicapped (PRC 60) Total Budget/Expenditures	\$ 10,182 727 8,296 \$ 19,205	\$ 8,300 - 4,050 \$ 12,350

North Carolina Department of Public Instruction
 Federal Aid to Charter Schools
 Fiscal Year 1997-98

<u>Charter School</u>	<u>Unit Number</u>	<u>Federal Grant Allotment</u>	<u>Y-T-D Budget</u>	<u>Y-T-D Expenditures</u>
Chatham Charter School	19A	Abstinence Education (PRC 57)	\$ 700	\$ -
		Total Budget/Expenditures	\$ 700	\$ -
The Learning Center	20A	Title I - LEA Basic (PRC 50)	\$ 8,222	\$ 5,526
		Abstinence Education (PRC 57)	691	-
		Title VI-B Handicapped (PRC 60)	5,368	4,542
		Total Budget/Expenditures	\$ 14,281	\$ 10,068
Durham Community Charter School	32A	Safe and Drug-Free Schools (PRC 48)	\$ 395	\$ 144
		Title I - LEA Basic (PRC 50)	13,520	7,331
		Title VI (PRC 59)	589	-
		Title VI-B Handicapped (PRC 60)	1,952	-
		Title II-Dwight D. Eisenhower (PRC 67)	173	173
		Total Budget/Expenditures	\$ 16,629	\$ 7,648
Healthy Start Academy Charter	32B	Title I - LEA Basic (PRC 50)	\$ 38,194	\$ 16,771
		Total Budget/Expenditures	\$ 38,194	\$ 16,771
Lift Academy	34A	Abstinence Education (PRC 57)	\$ 2,210	\$ -
		Title VI-B Handicapped (PRC 60)	10,248	1,160
		Total Budget/Expenditures	\$ 12,458	\$ 1,160

North Carolina Department of Public Instruction
 Federal Aid to Charter Schools
 Fiscal Year 1997-98

<u>Charter School</u>	<u>Unit Number</u>	<u>Federal Grant Allotment</u>	<u>Y-T-D Budget</u>	<u>Y-T-D Expenditures</u>
Quality Education Academy	34B	Safe and Drug-Free Schools (PRC 48)	\$ 291	\$ 291
		Abstinence Education (PRC 57)	732	(18)
		Title VI (PRC 59)	217	217
		Total Budget/Expenditures	<u>\$ 1,240</u>	<u>\$ 490</u>
The Downtown Middle School	34C	Safe and Drug-Free Schools (PRC 48)	\$ 1,478	\$ 1,478
		Title I - LEA Basic (PRC 50)	4,992	4,992
		Abstinence Education (PRC 57)	608	324
		Title VI (PRC 59)	1,100	1,099
		Title VI-B Handicapped (PRC 60)	15,128	13,000
		Total Budget/Expenditures	<u>\$ 23,306</u>	<u>\$ 20,893</u>
Carter G Woodson School	34D	Title I - LEA Basic (PRC 50)	\$ 34,320	\$ 23,036
		Abstinence Education (PRC 57)	722	700
		Title VI (PRC 59)	1,471	650
		Title VI-B Handicapped (PRC 60)	11,712	5,388
		Total Budget/Expenditures	<u>\$ 48,225</u>	<u>\$ 29,774</u>
Highland Kindergarten	36A	Title I - LEA Basic (PRC 50)	\$ 18,411	\$ 18,411
		Total Budget/Expenditures	<u>\$ 18,411</u>	<u>\$ 18,411</u>
Summitt Charter School	50A	Abstinence Education (PRC 57)	\$ 700	\$ -
		Total Budget/Expenditures	<u>\$ 700</u>	<u>\$ -</u>

North Carolina Department of Public Instruction
 Federal Aid to Charter Schools
 Fiscal Year 1997-98

<u>Charter School</u>	<u>Unit Number</u>	<u>Federal Grant Allotment</u>	<u>Y-T-D Budget</u>	<u>Y-T-D Expenditures</u>
Children's Village Academy	54A	Title I - LEA Basic (PRC 50)	\$ 41,574	\$ 38,361
		Total Budget/Expenditures	\$ 41,574	\$ 38,361
Community Charter School	60A	Title I - LEA Basic (PRC 50)	\$ 7,968	\$ 5,731
		Title VI (PRC 59)	408	408
		Title VI-B Handicapped (PRC 60)	3,416	3,416
		Total Budget/Expenditures	\$ 11,792	\$ 9,555
Mast School	63A	Safe and Drug-Free Schools (PRC 48)	\$ 417	\$ -
		Abstinence Education (PRC 57)	397	-
		Title VI-B Handicapped (PRC 60)	1,952	-
		Total Budget/Expenditures	\$ 2,766	\$ -
Rocky Mount Advantage School	64A	Title I - LEA Basic (PRC 50)	\$ 59,834	\$ -
		Title VI-B Handicapped (PRC 60)	15,128	-
		Total Budget/Expenditures	\$ 74,962	\$ -
Orange County Charter School	68A	Abstinence Education (PRC 57)	\$ 731	\$ -
		Total Budget/Expenditures	\$ 731	\$ -

North Carolina Department of Public Instruction
 Federal Aid to Charter Schools
 Fiscal Year 1997-98

<u>Charter School</u>	<u>Unit Number</u>	<u>Federal Grant Allotment</u>	<u>Y-T-D Budget</u>	<u>Y-T-D Expenditures</u>
Village Charter School	68K	Title I - LEA Basic (PRC 50)	\$ 4,476	\$ -
		Title VI (PRC 59)	393	-
		Title VI-B Handicapped (PRC 60)	5,856	-
		Total Budget/Expenditures	<u>\$ 10,725</u>	<u>\$ -</u>
School in the Community	68L	Abstinence Education (PRC 57)	\$ 2,157	\$ -
		Total Budget/Expenditures	<u>\$ 2,157</u>	<u>\$ -</u>
Arapaho Charter School	69A	Title I - LEA Basic (PRC 50)	\$ 24,208	\$ 22,229
		Abstinence Education (PRC 57)	751	-
		Title VI (PRC 59)	1,349	1,217
		Title VI-B Handicapped (PRC 60)	10,736	-
		Total Budget/Expenditures	<u>\$ 37,044</u>	<u>\$ 23,446</u>
Right Step Academy	74A	Title I - LEA Basic (PRC 50)	\$ 36,080	\$ 34,809
		Abstinence Education (PRC 57)	2,172	-
		Title VI (PRC 59)	1,039	1,039
		Title VI-B Handicapped (PRC 60)	16,104	10,543
		Total Budget/Expenditures	<u>\$ 55,395</u>	<u>\$ 46,391</u>

North Carolina Department of Public Instruction
 Federal Aid to Charter Schools
 Fiscal Year 1997-98

<u>Charter School</u>	<u>Unit Number</u>	<u>Federal Grant Allotment</u>	<u>Y-T-D Budget</u>	<u>Y-T-D Expenditures</u>
CIS Academy	78A	Title I - LEA Basic (PRC 50)	\$ 30,184	\$ 24,458
		Abstinence Education (PRC 57)	808	-
		Title VI-B Handicapped (PRC 60)	11,224	6,113
		Total Budget/Expenditures	<u>\$ 42,216</u>	<u>\$ 30,571</u>
Bridges Charter	86K	Title I - LEA Basic (PRC 50)	\$ 10,494	\$ 6,406
		Abstinence Education (PRC 57)	710	-
		Total Budget/Expenditures	<u>\$ 11,204</u>	<u>\$ 6,406</u>
Bonner Academy	92A	Abstinence Education (PRC 57)	\$ 2,084	\$ 2,084
		Total Budget/Expenditures	<u>\$ 2,084</u>	<u>\$ 2,084</u>
John H Baker Jr High School	92C	Abstinence Education (PRC 57)	\$ 1,041	\$ -
		Total Budget/Expenditures	<u>\$ 1,041</u>	<u>\$ -</u>
Magellan Charter School	92D	Abstinence Education (PRC 57)	\$ 825	\$ -
		Title VI (PRC 59)	972	-
		Title VI-B Handicapped (PRC 60)	13,176	-
		Total Budget/Expenditures	<u>\$ 14,973</u>	<u>\$ -</u>
Sterling Montessori Academy	92E	Title VI-B Handicapped (PRC 60)	\$ 488	\$ -
		Total Budget/Expenditures	<u>\$ 488</u>	<u>\$ -</u>

North Carolina Department of Public Instruction
 Federal Aid to Charter Schools
 Fiscal Year 1997-98

<u>Charter School</u>	<u>Unit Number</u>	<u>Federal Grant Allotment</u>	<u>Y-T-D Budget</u>	<u>Y-T-D Expenditures</u>
Bright Horizons Charter Academy	96A	Title I - LEA Basic (PRC 50)	\$ 13,068	\$ -
		Total Budget/Expenditures	\$ 13,068	\$ -
Sallie B Howard School	98A	Safe and Drug-Free Schools (PRC 48)	\$ 1,370	\$ -
		Title I - LEA Basic (PRC 50)	82,176	57,343
		Title VI-B Handicapped (PRC 60)	7,320	7,320
		Total Budget/Expenditures	\$ 90,866	\$ 64,663
Grand Total Budget/Expenditures			\$ 701,541.00	\$ 402,769.00

North Carolina Charter School Advisory Committee Members
for Fiscal 1998-99

Michael J. Fedewa, Chair
Raleigh

Alfred Bryant
Pembroke

Sandy Carmany
Greensboro

Tony Cozart
Oxford

John Crowder
Monroe

Ben Currin
Henderson

Ken Dickson
Raleigh

Roger Gerber
Chapel Hill

Harold H. Hughes
Asheville

William Keane
Chapel Hill

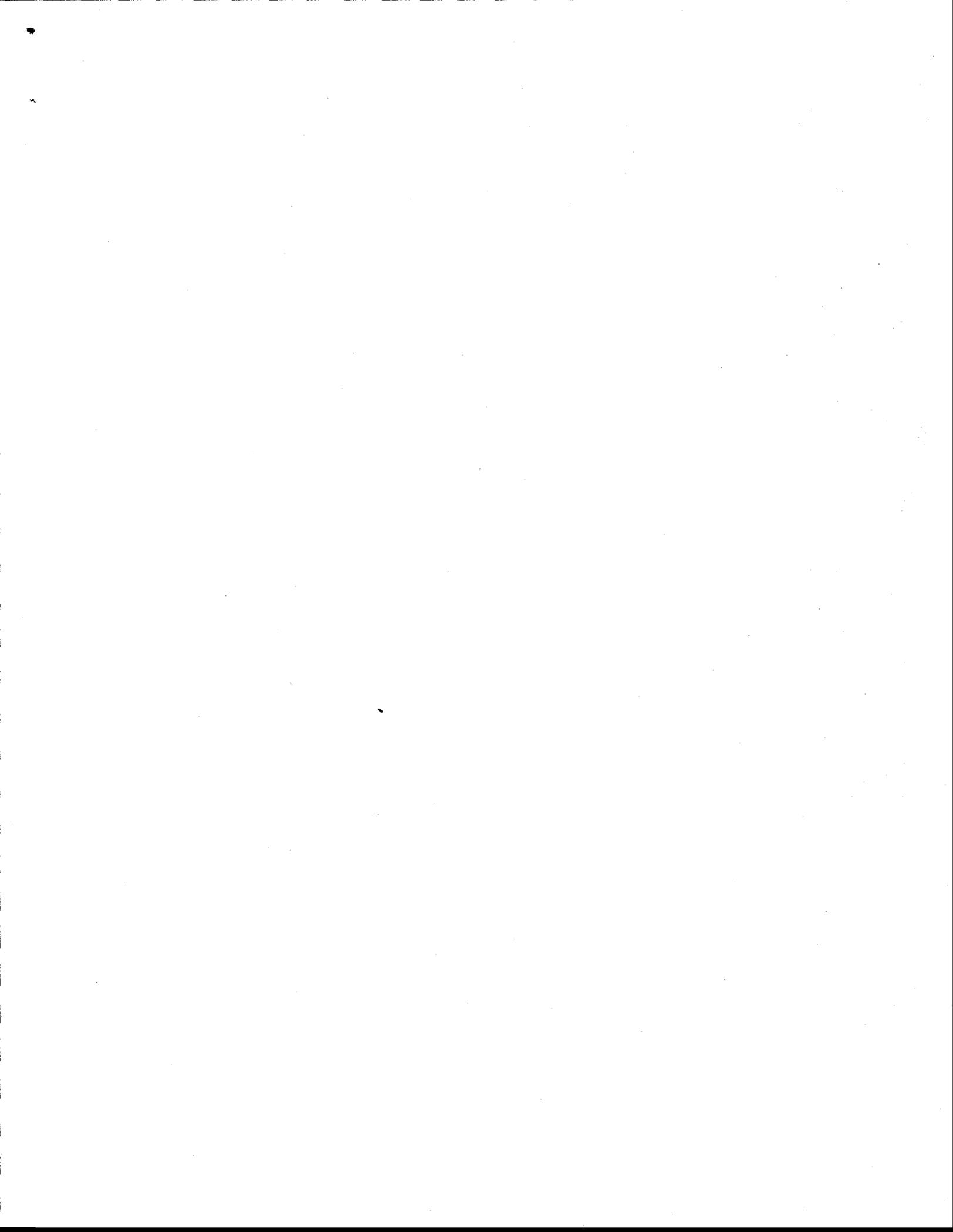
James McDowelle
Greenville

Kathryn Meyers
Durham

Otho Tucker
Siler City

Christina Winter
Durham

JoAnn Woodard
Wilson



Final Report

Federal Abstinence Until Marriage Legislation

December 14, 1998

By Ann Frazier

A provision of the 1996 welfare reform bill PL 104-193 provides \$50 Million per year for 5 years for Abstinence Until Marriage education funds. The legislation also defines Abstinence Until Marriage education.

The annual allotment for North Carolina is \$1,151,876.00 for each of 5 years. In August, 1997 the North Carolina General Assembly passed a provision in its budget bill Section 15.34 that transferred the funds from the Maternal and Child Health Division (MCH) to the State Department of Public Instruction (DPI) where the funds would be allocated to the LEAs and eligible Charter Schools. Section 15.34 limits the alignment of our state Abstinence Until Marriage law HB 834 to the federal Abstinence Until Marriage legislation to just one paragraph and that is (4)—the A--H components of the state law that complement the A--H components of the federal law, which defines abstinence until marriage education.

The guidelines and purposes of the federal legislation are clearly stated in the definition. Abstinence education means "an educational or motivational program which (A) has as its *exclusive purpose* teaching the social, psychological, and health gains to be realized by abstaining from sexual activity."

Through mailings and hearings, it appears that DPI staff violated the federal law, guidelines, and congressional intent. Instructions were stated that could be interpreted to mean that comprehensive sex ed/promotion of contraceptive use and abstinence until marriage education could be mixed in the same classroom instructional period from one sentence to the next with the same students, as long as the LEA did not fund the comprehensive sex ed portions with the federal abstinence until marriage funds.

Congressmen, congressional attorneys, and MCH Bureau staff responded: It is possible that North Carolina is violating the federal law and congressional intent by mixing comprehensive sex education with abstinence until marriage education. The Congressman wrote, "if such a sex education program includes instruction in the use of birth control devices, then it would definitely be illegal to use the abstinence grant money in connection with it."

There are 117 LEAs and 21 eligible Charter Schools in North Carolina that receive the Federal Abstinence Until Marriage funds. Five LEAs and three Charters have not reported on expenditures of the funds. Six LEAs and nine Charters refused the funds. One LEA reported no funds spent. It appears that 28 LEAs and 3 Charters most

Page 2 Final Report by Ann Frazier on Fed. AUM Leg.

clearly used the Federal Abstinence Until Marriage funds according to federal law and congressional intent. Additional information has been requested from some LEAs.

Seventy-seven LEAs and six Charters appear to have used the funds not in compliance with Federal law, Guidelines, and Congressional intent.

Appearance of violations of the Federal law and Congressional intent and misuse of federal funds include:

1. Purchasing comprehensive sex ed. instructional materials
2. Mixing the messages of comprehensive sex ed. and abstinence until marriage in teacher training opportunities
3. Selective use of the A--H definition of the federal legislation
4. Violating the *exclusive purpose* statement
5. Funding organizations that are committed to the safer-sex message and non-directive comprehensive sex ed rather than abstinence until marriage as the expected standard of behavior
6. Excessive amount (more than the suggested 10%) used for administrative purposes

Most blatant violations include:

- Teacher Training/Assessing Health Literacy opportunities and instructional materials used--by Donna Breitenstein/staff--reported by 32 LEAs. The State Board of Education had ruled previously that the Manual *Successfully Teaching Middle School Health* developed/promoted by Dr. Breitenstein/staff was Not Recommended for Abstinence Until Marriage. Several LEA Reports included pages from the Manual and the workshop outline. It appears that comprehensive sex ed was included in the teacher training. According to Reports, Dr. Breitenstein/staff received approximately \$50,000.00 of the Federal Abstinence Until Marriage funds.
- Manuals purchased by 3 additional LEAs with Federal Abstinence Until Marriage funds amounted to \$1633.37.
- Twelve LEAs reported teacher training by Donna Breitenstein/staff for Grades 4-5. The Federal Abstinence Until Marriage funds were designated, and clearly stated to LEAs, for Grades 7-12.
- Funds were used for meetings sponsored by other organizations that are on record stating that Abstinence Until Marriage education is ineffective and/or have consistently promoted comprehensive sex ed/non-directive mixed message. Those organizations that received the Federal Abstinence Until Marriage funds are the Adolescent Pregnancy Prevention Program Office (APPP), the Adolescent Pregnancy Prevention Coalition of North Carolina

(APPCNC), Planned Parenthood of Chapel Hill, and Poe Health Center in Raleigh

- Approximately 61 LEAs and 6 Charters reported using the funds to purchase curriculum, videos, Manual *Successfully Teaching Middle School Health*, and other instructional materials that include comprehensive sex ed/mixed messages. These violate the *exclusive purpose* clause of the Federal law. ETR Assoc. Publisher was the supplier of most of the materials.
- Federal Abstinence Until Marriage funds were used by some LEAs for materials that are totally unrelated to Abstinence Until Marriage. One LEA purchased the video on Head Lice; another used funds for a Children's Vision Conference. Many LEAs purchased equipment. Teacher/staff salaries and benefits, including social security and retirement were funded with the Federal Abstinence Until Marriage money. One LEA was allocated \$16,522.00 and spent \$14,724.19 on salaries and benefits—about 98.5% of the grant. Other LEAs used almost 50% of the funds for salaries and benefits. North Carolina sales taxes accounted for some of the expenditures when instructional materials were ordered by the LEAs. Some LEAs reported that a percentage of the Federal funds was used as indirect costs, as suggested/required by DPI.

RECOMMENDATIONS:

1. Establish a separate office for Abstinence Until Marriage Education for North Carolina. States such as Louisiana, Virginia, South Carolina, Mississippi, Oklahoma, and Arkansas operate the program in a separate office. The General Assembly currently funds two offices that promote comprehensive sex ed/safer sex message: Adolescent Pregnancy Prevention Project Office (APPP) and Adolescent Pregnancy Prevention Coalition of North Carolina (APPCNC). Federal Guidelines recommend that 10% of the Federal Abstinence Until Marriage funds—\$1,151,786.00—may be used for administrative purposes. This is a sufficient amount of funds to operate an office for that purpose. A separate office for Abstinence Until Marriage Program would help to alleviate the some of the confusion that exists today.
2. Require Donna Breitenstein or the LEAs to refund some \$50,000 that she and/or staff were paid by LEAs for teacher training opportunities. She is a professor the university system and is already on the state payroll. Outlines of her presentations and pages from the Manual that were sent with Reports from LEAs indicate that comprehensive sex ed was most likely included in the

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presentations.

Twelve LEAs reported payment for workshops for grades 4-5-6. The Federal Abstinence Until Marriage funds were intended for grades 7-12.

3. **Funds used for the Manual *Successfully Teaching Middle School Health*, which had been ruled **Not Recommended for Abstinence Until Marriage** by the State Board of Education, need to be returned. Amount: \$1633.37.**
4. **Planned Parenthood, Poe Center, Adolescent Pregnancy Prevention Projects Office, and the Adolescent Pregnancy Prevention Coalition of North Carolina Office should refund all Federal Abstinence Until Marriage money that was given to them for meetings, telephone conferences, instructional materials, etc.**
5. **Funds used in approximately 61 LEAs and Charters for the Manual *Successfully Teaching Middle School Health*, other curricula, videos, and instructional materials that promote the comprehensive sex ed/ mixed message should all be returned to the state.**
6. **Funds should be returned that were used for instructional materials that are unrelated to abstinence until marriage, such as the video on Head Lice and Children's Vision Conference.**
7. **State DPI staff should be required to clearly communicate with LEAs and Charters that it is illegal to use the Federal Abstinence Until Marriage Education funds in connection with any program that includes comprehensive sex education. DPI should mail to every LEA and Charter the national definition of Comprehensive Sex Education that was provided to DPI staff by myself last year. The June 18, 1998 letter from the Congressman that clearly states the federal law and congressional intent should also be sent to every LEA and eligible Charter school.**
8. **DPI should provide teacher training opportunities for LEAs and utilize publishers, authors, professionals who promote directive abstinence until marriage education, rather than those who promote the non-directive mixed message/comprehensive sex ed.**



**AN ADDRESS TO THE
NORTH CAROLINA ASSEMBLY
SUB COMMITTEE ON EDUCATION**

Thomas E. Williams

November 23, 1998

Thank you for the opportunity to speak to you today. My name is Thomas Williams. I was a public educator for 28 years, a private educator for 5 years and now I am a Charter School educator. *I know how children learn.* The school that employs me, Healthy Start Academy, is one of 60 some Charter Schools, and like other groups that have something in common, we meet now and then to discuss our situations and try to help one another out. Over the past two years, we, as a group, have come to some conclusions about our general situation. First of all, let me review our conclusions on why you people in the legislature passed the Charter School Law.

We believe that you challenged the government school monopoly by permitting parents and teachers a great deal of autonomy from the bureaucratic strangle hold that was stifling their schools. We also believed that you hoped that if we were

successful the monopoly schools would learn from us. Finally, we believed that you had introduced choice and freedom back into education in North Carolina.

We also believe that the N.E.A. and your own D.P.I. burcracracy are trying to destroy your legislation. Let me explain by using my own school as an example. You may recall that our mission was to work with seriously at-risk children. What does seriously at-risk mean? It means struggling in school, it means 70% of the children without fathers at home, it means almost 80% on free lunch because of poverty, it means living in projects with all the violence, drugs and alchololism that goes with it. That's what *at-risk* means at Healthy Start.

Using the Iowa Test of Basic Skills we found that the vast majority of our students had *major* deficiencies in Reading, Listening and Math.

So, in a church basement on used furniture our teachers went to work. It was a tough year, a very tough year. But when the smoke cleared our children were now ladies and gentlemen, our kindergartners had grown 1.7 academic years in one year, and were in the 99%ile of the 5 million children who took the test. Our first grade had grown .9 years in one year, and our second grades grew 1.6 years in Reading and 2 years in Math in only one year to score in the 76%ile. Now if you consider that they were almost all one year behind when we started, this growth was not just interesting, it was *astounding*.

Well the nation took us into its heart. We were successful. Only then did Raleigh get interested in us. Suddenly Raleigh discovered that we had too many black children. You see your legislation put quotas on charter schools, (there are no quotas on government schools), because some of you were afraid of

white flight to charters. Instead, in many cases, you got black flight. Given a choice, large numbers of black parents left government schools where their children make up the majority of retarded and emotionally handicapped students and where their children can't read or calculate nearly as well as white and Asian children, and took refuge in charter schools. Then low and behold, Raleigh, when the children succeeded beautifully found that we were breaking the law, and the N.E.A. was right there too. Here are the words of Mr. Wilson, President of the N.E.A. in North Carolina and its chief lobbyist speaking about healthy Start. "Reading and Math ability do not offset the kids learning to play and work together. If charter schools can't conform to the law, they should be closed".

We sued the D.P.I. and the State Board of Education to protect our school, and the Board of Education graciously wrote

a letter to the judge pledging not to close us for racial reasons.

The case was put aside.

Then the News and Observer published a major article based on information "leaked" from D.P.I. that large numbers of charter school teachers were uncertified. The D.P.I. information was completely erroneous. When our Board president called to check their information she discovered that the Bureau of Licensure was reporting on three people who had been released by Healthy Start Academy over a year ago and reported two others as holding expired certificates, while our Board President was holding those certificates which were valid through 1999. Just errors? we doubt it! This report was compiled in April, 1998 while the three people in question hadn't worked for us past November of 1997.

The News and Observer was told by us its story was wrong but printed it anyway. Net result, Healthy Start lost five students who were withdrawn because of the article.

We are being forced into the regulations and bureaucratic morass that your legislation freed us from. It is common knowledge that if you don't subscribe to the A.B.C. testing program you won't get a charter. The A.B.C. program, another initiative of the legislature, is being circumvented and distorted by the education monopoly. Check the number of learning disabled and remedial students that have recently appeared in schools. Check the schools who put their poor teachers in Grade 2 and their best ones in Grade 3 guaranteeing poor pre test scores and significant growth and exemplary status later on. Does it make sense for a school that moves from 30% literacy to 45% literacy to be exemplary? You have them. That means that

a school where 55% of the 3rd grade can't read is exemplary.

How many millions of dollars have been spent on extra personnel to tutor poor readers?

How many sample tests called testlets have been distributed so that teachers know in advance what the test will look like?

Who composes the test? Is it validated? What is the content of the Reading? Who grades it? None of these things is known to you or any of us. It is a system that rewards improvement at the expense of achievement and takes up valuable learning time to prepare for it.

Now let me discuss the legislature for a moment. There are things you do and things that you don't do that confuse us. We know that some of you don't think too much of us and that's okay. We understand all about N.E.A. money and lobbying, and we know that some school boards and many superintendents

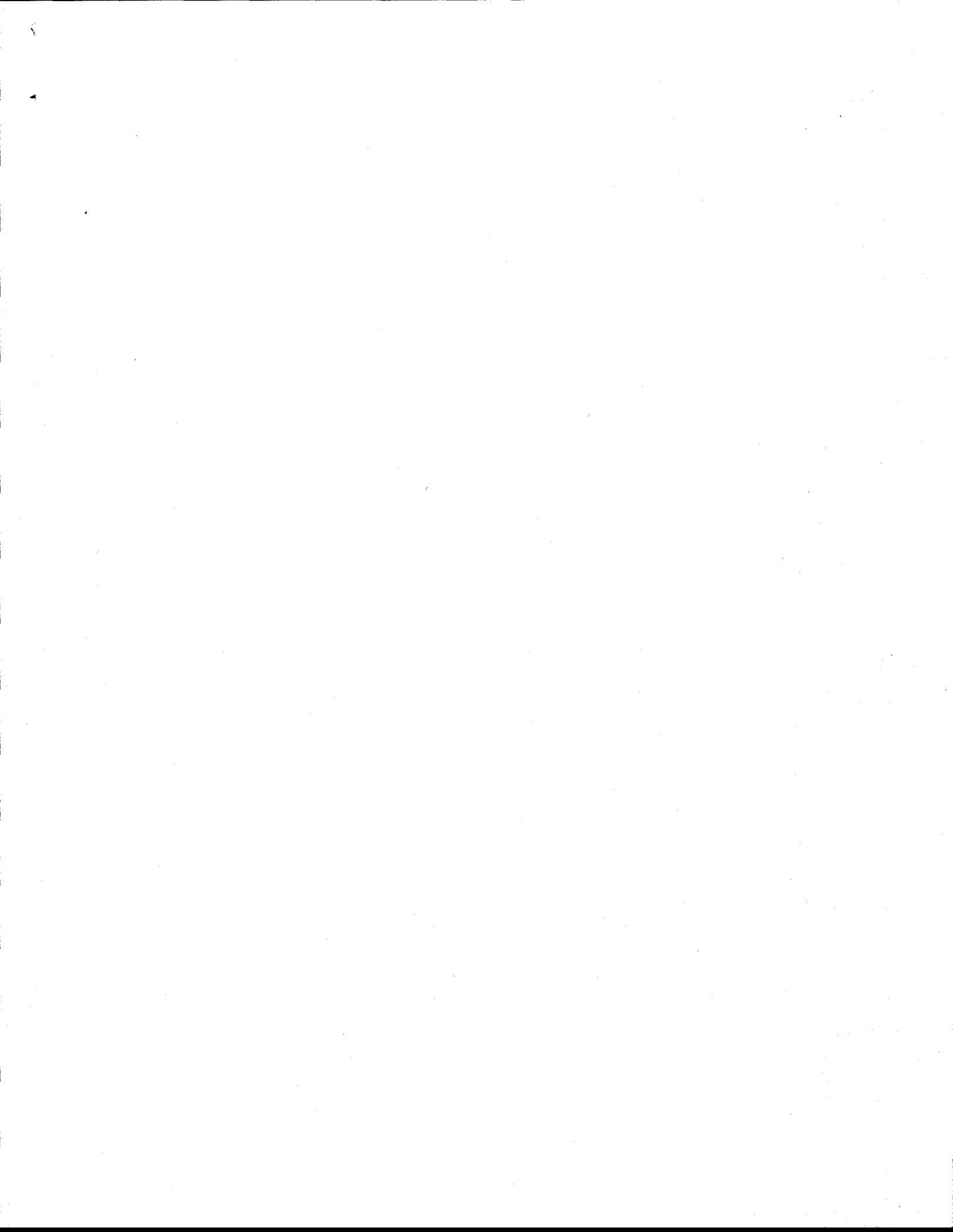
despise us. But why do you deny us a fair chance? Why are we specifically denied capital fund aid and transportation aid and yet receive special scrutiny from D.P.I.?

In effect you seem to be saying separate and unequal is okay as long as it is charter schools who are unequal. We thought that Brown vs. Board of Education ended that once and for all. Why are charter school children, in our case 98% black, sitting in a building abandoned as uninhabitable by a government school, okay for our black kids. Why do you demand that we provide transportation but deny us the transportation aid you lavish on government schools. Are our kids better walkers than other school kids?

As one of my black board members said upon the arrival of discarded government school books for our little ones, "We are

right back where we started. When they don't use them any more, we get them".

To conclude this little talk, charter schools are alive and well and in spite of our enemies in the monopoly, harassment by the N.E.A., and the injustice of unequal treatment, we will succeed. We will succeed because we are committed to our children. The support of our parents and our undying determination will to see that choice and freedom are re-established in American education. **We dare not fail.**



TOM A. COBURN, M.D.
20 DISTRICT, OKLAHOMA

COMMITTEE ON COMMERCE

SUBCOMMITTEES:

TELECOMMUNICATIONS AND FINANCE
HEALTH AND ENVIRONMENT
ENERGY AND POWER

COMMITTEE ON SCIENCE

SUBCOMMITTEES:

ENERGY AND ENVIRONMENT

Ann Frazier
220 Vincent Rd.
Roanoke Rapids NC 27870

Congress of the United States
House of Representatives
Washington, DC 20515-3602

June 18, 1998

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Dear Mrs. Frazier,

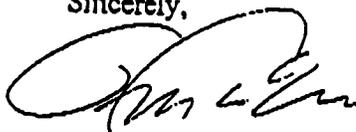
The abstinence education grant program, established as part of our welfare reform, spells out very clearly that "abstinence education" means "an educational or motivational program which (A) has as its *exclusive purpose*, teaching the social, psychological, and health gains to be realized by abstaining from sexual activity..."

That "exclusive purpose" language was the basis for the conclusion reached by the House Ways and Means Committee that it would be "illegal" to use the abstinence grant funds to support a program which was part of a curriculum that included "information about birth control, including instruction in the use of various birth control devices." The Committee document is so adamant on that point that it says that even if the federal funds were used only to fund an otherwise acceptable abstinence education unit, if that unit were part of a larger curriculum that includes instruction in birth control, it would be illegal. I enclose the relevant pages from the Committee's document "Abstinence Education Under welfare Reform."

You have informed us that under North Carolina law, school districts are required to provide "a comprehensive school health educational program" which "may include a comprehensive sex education program." According to the text of the law, and the very specific guidance from the Ways and Means Committee, if such a sex education program includes instruction in the use of birth control devices, then it would definitely be illegal to use the abstinence grant money in connection with it. Abstinence education programs offered by school districts would have to be completely separate from such sex education programs.

I hope this information is helpful to you.

Sincerely,



Tom Coburn, M.D.
Member of Congress

*Congressional Intent -
written by Staff Attorneys*

think the tradition outdated--that sex should be confined to married couples. That both the practices and standards in many communities across the country clash with the standard required by the law is precisely the point. As in the cases of civil rights and smoking, the explicit goal of the abstinence education programs is to change both behavior and community standards for the good of the country. It follows that no program that in any way endorses, supports, or encourages sex outside marriage can receive support from the abstinence education money. Officials at the federal MCH Bureau, state officials administering the program, and those conducting local abstinence education programs have the legal responsibility to ensure that none of the money from this grant supports projects that violate this standard.

Nonetheless, it may be possible to live with this aspect of the definition without great difficulty. Projects funded by the new abstinence education money certainly do not need to place equal emphasis on every component of the definition. In our view, projects that do not violate any aspect of the definition and that emphasize abstinence as the expected standard for children and teenagers (which is an actual requirement stated in subparagraph (B) of the definition in the legislation) are eligible for funding. As long as the specific curriculum and teaching of the project do not violate the abstinent until marriage standard, the project should qualify for funds.

Consider an example. Assume that a given public school system now conducts a one-year sex education class for 10th graders. During the course of the year, the class curriculum calls for presentation of information about birth control, including instruction in the use of various birth control devices. Now assume that the school officials decide that

they would like to revise the course to include a six-week unit that exactly follows the definition of abstinence education outlined in the new statute. Can state officials use their abstinence education dollars to fund this unit of instruction even though other parts of the course teach birth control?

We believe it would be illegal to fund this project under the abstinence education statute. The language clearly states that abstinence education is a program with the "exclusive purpose" of teaching the various principles outlined earlier. If this unit is part of a course that teaches use of birth control, then it violates the "exclusive purpose" criterion.

This example, of course, is less than definitive. The "exclusive purpose" criterion is clear enough, but a lack of clarity is introduced by the various possible meanings of the term program. The school example illustrates that a set of abstinence activities within the broader context of a single program that includes teachings that violate the abstinence definition is not acceptable. But how far away from activities that cannot be supported by the grant must a program be to qualify legally for funding?

Realizing that a definitive clarification will be nearly impossible to achieve, we nonetheless assume that the MCH guidelines will deal with this question as clearly as possible. To err on the side of caution, however, programs that qualify as abstinence education should be conducted by different people at a time different and with materials separate from programs that violate any tenet of the statutory definition of abstinence education. In addition to meeting these conditions, state officials must ensure that the people who plan and conduct the program are making a sincere attempt to create activities consistent with the statutory definition of abstinence education. Thus, program operators must make



GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1999

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98-LB-328A(11.24)

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)

Short Title: Federal Funds Oversight Committee. (Public)

Sponsors: Representative.

Referred to:

1 A BILL TO BE ENTITLED
2 AN ACT TO CREATE THE FEDERAL FUNDS OVERSIGHT COMMITTEE TO
3 IMPLEMENT A 1998 BUDGET PROVISION CONCERNING OVERSIGHT OF
4 FEDERAL GRANTS.
5 The General Assembly of North Carolina enacts:
6 Section 1. G.S. 143-16.1 as amended by Section 7.2 of
7 S.L. 1998-212 reads as rewritten:
8 Section 7.2. G.S. 143-16.1(a) reads as rewritten: —
9 "§ 143-16.1. Federal funds.
10 (a) All federal funds shall be expended and reported in
11 accordance with provisions of the Executive Budget Act, except as
12 otherwise provided by law. Proposed budgets recommended to the
13 General Assembly by the Governor and Advisory Budget Commission
14 shall include information concerning the federal expenditures in
15 State agencies, departments and institutions in the same manner
16 as State funds. Each budgetary category shall show the total
17 received and anticipated State and federal expenditures, along
18 with a description of the purpose for which the federal funds
19 will be spent at the program level. All expenditures for the
20 prior fiscal year and all expenditures anticipated in the
21 proposed budget shall be reported by objects of expenditure by
22 purpose and shall be identified by each federal grant. For the
23 purpose of this section, 'federal funds' are any financial
24 assistance made to a State agency by the United States

1 government, whether a loan, grant, subsidy, augmentation,
2 reimbursement, or any other form. The Director of the Budget may
3 adopt rules and regulations establishing uniform planning,
4 budgeting and fiscal procedures, not inconsistent with federal
5 law, that ensure that all federal funds shall be expended in a
6 standardized manner. The function of the Advisory Budget
7 Commission under this section applies only if the Director of the
8 Budget consults with the Commission in preparation of the budget.

9 (b) The Secretary of each State agency that receives and
10 administers federal Block Grant funds shall prepare and submit
11 the agency's Block Grant plans to the Fiscal Research Division of
12 the General Assembly not later than April 20 of each fiscal year.
13 The agency shall submit a separate Block Grant plan for each
14 Block Grant received and administered by the agency, and each
15 plan shall include, but not be limited to, the following:

16 (1) A delineation of the proposed dollar amount
17 allocations by activity and by category, including
18 dollar amounts to be used for administrative costs;
19 and

20 (2) A comparison of the proposed funding with two prior
21 years' program budgets.

22 The Director of the Budget shall review for accuracy,
23 consistency, and uniformity each State agency's Block Grant plans
24 prior to submission of the plans to the General Assembly.

25 (c) No federal grant concerning the subject areas of social
26 services, health, or elementary or secondary education, may be
27 accepted or expended without the approval of the General
28 Assembly, except those relating to:

29 (1) Unanticipated disasters such as floods, hurricanes,
30 or tornados; or

31 (2) Research grants within The University of North
32 Carolina or community college systems.

33 (d) There is created the Federal Funds Oversight Committee
34 within the Legislative Branch. The Committee shall consist of
35 nine members, three members of the House of Representatives
36 appointed by the Speaker of the House of Representatives and one
37 appointed by the Minority Leader, three Senators appointed by the
38 President Pro Tempore of the Senate and one appointed by the
39 Minority Leader, and one person appointed by the Governor.
40 Members shall serve terms expiring 15 days after convening of the
41 next regular session of the General Assembly after appointment.

42 The President Pro Tempore of the Senate and the Speaker of the
43 House of Representatives shall each designate a cochair of the

1 Committee. The Committee shall meet at least once a quarter and
2 may meet at other times upon the joint call of the cochairs.

3 A quorum of the Committee is five members. While in the
4 discharge of its official duties, the Committee has the powers of
5 a joint committee under G.S. 120-19 and G.S. 120-19.1 through
6 120-19.4.

7 Members of the Committee receive subsistence and travel
8 expenses as provided by law. The Committee may contract for
9 consultants or hire employees in accordance with G.S. 120-32.02.
10 The Legislative Services Commission, through the Legislative
11 Services Officer, shall assign professional staff to assist the
12 Committee in its work. Upon the direction of the Legislative
13 Services Commission, the Supervisors of Clerks of the Senate and
14 of the House of Representatives shall assign clerical staff to
15 the Committee.

16 (e) No federal grant may be applied for, accepted, or expended
17 by the State of North Carolina unless a report of the proposal is
18 transmitted to the Federal Funds Oversight Committee prior to
19 application being made. This subsection applies whether or not
20 legislative approval is required under subsection (c) of this
21 section. This section does not apply to any grants made to a
22 city, county, or other unit of local government other than a
23 school administrative unit.

24 (f) If the General Assembly is not in session, and the Governor
25 determines that prompt action is required for acceptance or
26 expenditure of any federal grant for which legislative approval
27 is required under subsection (c) of this section, the Governor
28 may call an extra session of the General Assembly as allowed by
29 the Constitution.

30 (g) The purpose of this section is to ensure that the General
31 Assembly carries out its constitutional duty of approving all
32 expenditures made by the State, so as to ensure accountability.
33 Oversight by the representatives of the people of the cost of
34 government is an essential component of any democratic system.
35 The current absence of legislative accountability in the
36 expenditure of federal funds is an unacceptable state of affairs
37 in light of the state constitutional requirement that no
38 expenditures be made from the public treasury but in consequence
39 of appropriations made by the General Assembly."

40 Section 2. This act is effective when it becomes law.